DOCUMENT RESUME

ED 349 353 UD 028 843

AUTHOR Perez, Sonia M.; Duany, Luis A.
TITLE Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version.
INSTITUTION Children's Defense Fund, Washington, D.C.; National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.
SPONS AGENCY Rockefeller Foundation, New York, N.Y.
PUB DATE Jul 92
NOTE 129p.
AVAILABLE FROM National Council of La Raza, Publications Department, 810 First Street, N.E., Suite 300, Washington, DC 20002 ($15).
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Adolescents; At Risk Persons; *Community Programs; Disadvantaged Youth; *Early Parenthood; *Economically Disadvantaged; Guidelines; *Hispanic Americans; Parenthood Education; Poverty; *Pregnancy; Prevention; Program Development; Urban Youth; Youth Problems; Youth Programs
IDENTIFIERS Community Based Organizations; *Latinos

ABSTRACT

This guide was designed to help Hispanic American community-based organizations develop and establish a teenage pregnancy prevention or teenage parenting program for Hispanic American adolescents. The guide does not assume prior knowledge of the scope of the teenage pregnancy problem in the United States, but it does underscore the critical role that Latino community-based organizations can play. The guide is designed to assist organizations that have little or no experience with pregnancy programs and offers step-by-step guidance in developing and implementing programs. The guide is divided into four chapters and one appendix as follows: (1) "Chapter 1: Introduction" provides an overview of the topic of adolescent pregnancy with an emphasis on the impact in the Latino community; (2) "Chapter 2: Three Latino Community-Based Model Programs for Adolescent Pregnancy Prevention and Parenting" provides thorough description and details about the programs on which this guide is based; (3) "Chapter 3: Developing an Adolescent Pregnancy Prevention or Parenting Program for Latino Youth" offers suggestions about what organizations should consider as they decide among types of programs; (4) "Chapter 4: Organizational and Printed Resources" provides a comprehensive list of resources available for organizations to understand and address the issue; and (5) "Appendix: NCLR (National Council of La Raza) Worksheets" provides eight worksheets designed to help organizations gather information and assess the needs of Latino youth. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED349358

Reducing Hispanic Teenage Pregnancy and Family Poverty

A Replication Guide

VD 028843

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A. Escalero
National Council La Raza
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

THE NATIONAL COUNCIL OF LA RAZA (NCLR)

The National Council of La Raza (NCLR), the largest constituency-based national Hispanic organization, exists to improve life opportunities for the more than 22 million Americans of Hispanic descent. A nonprofit, tax-exempt organization incorporated in Arizona in 1968, NCLR serves as an advocate for Hispanic Americans and a national umbrella organization for 150 community-based organizations serving Hispanics in 36 states, Puerto Rico, and the District of Columbia. NCLR seeks to create opportunities and address problems of discrimination and poverty through four major types of initiatives:

- Capacity-building assistance to support and strengthen Hispanic community-based organizations;

- Applied research, public policy analysis, and advocacy on behalf of the entire Hispanic community, designed to influence public policies and programs so that they equitably address Hispanic needs;

- Public information efforts to provide accurate information and positive images of Hispanics in the mainstream and Hispanic media; and

- Special catalytic efforts which use the NCLR structure and reputation to create other entities or projects important to the Hispanic community, including international projects consistent with NCLR's mission.

NCLR is headquartered in Washington, D.C. and has program offices in Los Angeles, California; Chicago, Illinois; Phoenix, Arizona; and McAllen, Texas.

THE POVERTY PROJECT

The Poverty Project serves as NCLR's base for information and advocacy regarding Hispanic poverty in the United States. The Poverty Project develops research and policy analysis reports, monitors poverty policy and legislation, provides policy analysis training to local affiliates, and disseminates information about Latino poverty and related issues to Congress, the media, national and local organizations, and the general public.

THE NCLR/CDF TEEN PREGNANCY PREVENTION REPLICATION PROJECT

This guide reflects a cooperative effort between the National Council of La Raza and the Children's Defense Fund (CDF). Funding for the completion of this guide was provided by the Rockefeller Foundation through its support of the Poverty Project. The views and opinions expressed in this guide are those of the authors and NCLR and do not necessarily reflect the positions of any NCLR funders, or of any of the organizations profiled or listed in this guide as references.

REDUCING HISPANIC TEENAGE PREGNANCY AND FAMILY POVERTY: A REPLICATION GUIDE

FINAL VERSION

Prepared by

Sonia M. Pérez
Senior Poverty Policy Analyst

with

Luis A. Duany

Policy Analysis Center
Office of Research, Advocacy, and Legislation
National Council of La Raza

Raúl Yzaguirre
President

810 First Street, N.E.
Suite 300
Washington, D.C. 20002
(202) 289-1380

Copyright © July 1992 by NCLR

ACKNOWLEDGMENTS

This guide reflects a cooperative effort between the National Council of La Raza (NCLR) and the Children's Defense Fund (CDF). Preparation of the guide would not have been possible without the contributions of the CDF Adolescent Pregnancy Prevention Network. Specifically, Sharon Adams-Taylor of the American Association of School Administrators, Kathy Herre of the National Association of Junior Leagues, and Lowell Overby of the Young Men's Christian Association provided expertise and assistance.

The guide's principal author was Sonia M. Pérez, Senior Policy Analyst for the NCLR Poverty Project. Luis A. Duany, former Program Associate, Education, Adolescent Pregnancy Prevention and Youth Development Division of the Children's Defense Fund, co-authored several chapters and provided extensive editing, data analysis, and advice.

Input and advice from NCLR staff were also instrumental to the development of the guide. David Yñiguez, former Vice President, Technical Assistance and Constituency Support (TACS), Grizelle Apodaca, Affiliate Services Director, and Charles Kamasaki, Vice President, Office of Research, Advocacy, and Legislation (ORAL), assisted in and supported the early planning stages of the project which resulted in this guide. Bernardo Ramírez of the NCLR Chicago field office assisted by conducting and reporting on two of the three site visits. Rich Bell, NCLR TACS Consultant, drafted program descriptions and edited an early version of this document. Administrative Assistant Marcus N. Johnson provided technical and logistical support, and compiled information for CHAPTER 4: ORGANIZATIONAL AND PRINTED RESOURCES. Poverty Policy Analyst Deirdre Martínez also assisted with preparing information for this chapter and the charts, as well as with proofreading. Rosemary Aguilar designed the cover of the guide and provided technical support during the production process. Diane Cabrales, Materials Specialist, assisted with editing the guide. The authors would especially like to thank Emily Gantz McKay, NCLR Vice President for Institutional Development, for her substantive comments and edits which improved the guide's usefulness and comprehensiveness, and for her overall support in the preparation of the guide.

Several CDF staff were helpful in gathering data and information. Delia Pompa, Director, and Ray O'Brien, Program Associate, Education, Adolescent Pregnancy Prevention and Youth Development Division, were especially helpful and provided technical assistance and support that was essential to the completion of the guide.

The many staff and participants with whom we spoke at each of the three sites — Centro de la Comunidad Unida/United Community Center, Inc. (UCC), Milwaukee, WI; Chicanos Por La Causa, Inc. (CPLC), Phoenix, AZ; and the Guadalupe Center, Inc. (GCI), Kansas City, MO — deserve special recognition, and are too numerous to mention. We appreciate their willingness to spend time with the NCLR/CDF team and the valuable information they provided to share with other Hispanic community-based organizations interested in offering services to and advocating for Hispanic youth. The authors would especially like to thank Kim Wintersberger, Oscar Mireles, and José R. Galván, Jr. (UCC); Berta Salas, Emily Otero, and Hilda Simo (CPLC); and Cris Medina, Anne Otto, and Diane Rojas (GCI).

This guide was modeled after two NCLR publications, *Getting Started, Becoming Part of the AIDS Solution* and *Becoming Involved In the Aging Network, A Planning and Resource Guide for Hispanic Community-based Organizations.* Information for preparation of the guide was also obtained from the June 1991 NCLR publication, *Evaluating HIV/STD Education and Prevention Programs: An Introduction* and the 1988 *CDF Adolescent Pregnancy Child Watch Manual Supplement.* Reference materials obtained from SIECUS (the Sex Information and Education Council of the U.S.) were also useful and have been noted in CHAPTER 4: ORGANIZATIONAL AND PRINTED RESOURCES. In addition, numerous CDF publications were used for background information; appropriate citations are given throughout the text. Two preliminary drafts of this guide were released at the NCLR annual conference in Houston, Texas in July 1991 and at the Hispanic Family Conference in Milwaukee, WI in November 1991.

The views and opinions expressed in this guide are those of the authors and NCLR and do not necessarily reflect the positions of any NCLR funders, or of any of the organizations profiled or listed in this guide as references.

Format Design and Computer Layout by *HEALTH CONSULTANTS INTERNATIONAL* in Laurel, Maryland.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS v

HOW TO USE THIS GUIDE vii

CHAPTER 1

- The Hispanic Population in the United States 3
- Adolescent Pregnancy and Parenting in the Hispanic Community 4
- Adolescent Sexuality and Pregnancy in the Hispanic Community: A Snapshot 8
- The National Council of La Raza and the Adolescent Pregnancy Prevention Network 11
- The NCLR/CDF Teen Pregnancy Prevention Replication Project 12

CHAPTER 2

- Decisiones Para Jóvenes/Decisions for Youth 19
- Via de Amistad 25
- Westside Teenage Pregnancy Program 33

CHAPTER 3

- Four Important Factors Before Getting Started 43
- Characteristics of Effective Teenage Pregnancy Prevention and Parenting Programs 44
- Twelve Steps Toward Developing an Adolescent Pregnancy Prevention or Parenting Program 46

CHAPTER 4

- National Organizations 63
- Sexuality and Family Life Education: Curricula Resources 75
- A Selected Bibliography 82

APPENDIX

- Worksheet 1: A Profile of the Hispanic Youth in Your Community 89
- Worksheet 2: Identifying the Youth-Serving Network 93
- Worksheet 3: A Profile of Community Resources and Services 97
- Worksheet 4: An Analysis of the Needs of Hispanic Youth 101
- Worksheet 5: Choosing Roles and Activities for Your Organization 105
- Worksheet 6: Plan of Action 109
- Worksheet 7: Documentation of Fund-Raising Efforts 113
- Worksheet 8: Documentation of Progress Toward Objectives 117

HOW TO USE THIS GUIDE

This guide was designed to help Hispanic community-based organizations develop and establish a teenage pregnancy prevention or teenage parenting program for Latino adolescents. It does not assume prior knowledge of the scope of teenage pregnancy in the United States or in the Latino community, only an understanding that early, unplanned births result in poverty and limited opportunities for all adolescents. The guide also underscores the critical role that Latino community-based organizations can play in preventing teenage pregnancy and providing hopeful futures for Hispanic youth.

The guide provides the information required to enable you to understand the magnitude of teenage pregnancy in the Latino community, as well as the severity of its consequences. It will also guide you through the process of gathering information about teenage pregnancy, working in collaboration with other groups to address the issue, and helping your organization plan, develop, and implement a prevention or parenting program that effectively meets the needs of Latino youth in your community.

The guide is designed to be of use by Latino organizations and those that serve the diverse Latino communities in the U.S. In addition, the guide is designed to assist organizations that have little or no experience with teenage pregnancy programs. It offers step-by-step guidance in developing and implementing a teenage pregnancy prevention or parenting program. The guide is also a useful reference document for existing programs or those that wish to broaden their scope.

How the Guide is Organized

The guide is divided into four chapters and one appendix:

Chapter 1: Introduction provides an overview of the topic of adolescent pregnancy, with an emphasis on the impact of teenage pregnancy on the Latino community; it also explains how the guide was developed and why it is necessary for community-based organizations to address teenage pregnancy. This chapter includes a selected list of references about teenage pregnancy.

Chapter 2: Three Latino Community-Based Model Programs for Adolescent Pregnancy Prevention and Parenting provides thorough descriptions and details about the programs on which this guide was based. It also offers sample materials from each program for community-based organizations to review and adapt for their use.

Chapter 3: Developing an Adolescent Pregnancy Prevention or Parenting Program for Latino Youth offers suggestions about what community-based organizations should consider as they decide between developing programs that focus either on teenage pregnancy prevention or teenage parenting. This chapter also provides a detailed, step-by-step guide for community-based organizations to walk through in the planning, development, and implementation of their programs.

Chapter 4: Organizational and Printed Resources provides a comprehensive list of resources available for community-based organizations to understand and appropriately address the challenge of teenage pregnancy in the Hispanic community.

Appendix: NCLR Worksheets provides eight worksheets designed for community-based organizations to gather information and assess the needs of Latino youth related to the process of planning and implementing teenage pregnancy prevention and parenting programs.

Using the Sample Materials from the Program Models

The materials and information provided in this manual were developed with significant input from three NCLR affiliates, community-based organizations that provide services to various Latino populations in three cities. Information about each organization is provided prior to each model program summary.

To encourage the adaptation and replication of these programs, sample materials (documents or forms) from each model program are included within each program summary. These forms are included to facilitate the development and implementation of similar programs at community-based organizations across the country, particularly those that serve Latino adolescents. The forms can be modified or used as they are and are presented so that organizations will not have to develop materials that already exist. Materials focused solely on prevention, including a sample letter to parents, can be found on page 21. Those that have been developed for teen parenting programs, including intake forms and employment development plans, can be found on pages 27 to 29.

About the Organizational and Printed Resources

The resources provided in this guide come from multiple sources and represent the range of materials that are available for understanding and responding to teenage pregnancy in the Hispanic community.

The resources provided in Chapter 4 of this guide come from multiple sources and represent the range of materials that are available for understanding and responding to teenage pregnancy in the Hispanic community.

The first set of resources are national organizations that provide information, materials, data, and/or program referrals about teenage pregnancy. Some focus on prevention, some on parenting, others on both. Many of the organizations listed work on a wide variety of issues, not solely teenage pregnancy; additionally, some offer materials in Spanish or for Hispanic populations while others provide information about multiple population groups. Listings include addresses, phone numbers, fax numbers, and organizational descriptions.

The second set of resources are curricula resource materials to be used by community-based organizations — or schools — to specifically address teenage pregnancy and related issues, such as decision making, values, sexuality, and peer pressure. Materials in this section are organized by age or educational level. Additional resources are organized by the following categories: "Parents' Resources," "Leaders' Resources," and "Males' Resources."

The third set of resources is a selected bibliography of general publications on the topics of adolescent pregnancy and parenthood, and reports from the Children's Defense Fund Adolescent Pregnancy Prevention Clearinghouse Series.

Using the NCLR Worksheets

The guide provides worksheets and sample forms for community-based organizations to use as they begin the process of gathering information and planning, developing, and implementing a teenage pregnancy program. There are eight NCLR worksheets, each with its own explanation. The worksheets are intended to help community-based organizations assess the needs of Latino youth in their communities, decide on the appropriate role they should play, develop a plan of action, and document and assess their work.

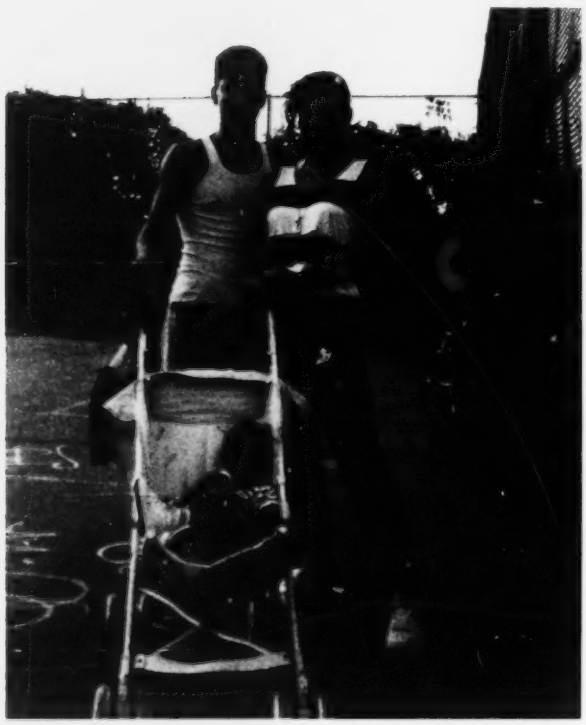
The NCLR Worksheets are meant to be reproduced and adapted for individual agencies' use and will help you to capture the information you need as your organization develops its program

model. Some worksheets that are essential to program development provide a space in the right top corner of the form for your organization's name, address, and/or logo. Whether you use the forms as they appear, or customize them to your organization's needs, they are an essential tool in the planning of a teenage pregnancy prevention or teenage parenting program.

Using the Guide

By using this guide, as either a step-by-step manual or a reference book, you should be able to obtain and understand the information needed to develop and implement (or expand) a teenage pregnancy program for Latino youth in your community.

The NCLR Poverty Project welcomes comments, suggestions, and additional sample program materials suitable for use by Hispanic-focused teenage pregnancy and youth programs. All correspondence can be addressed to Sonia M. Pérez, Senior Poverty Policy Analyst, National Council of La Raza, 810 First Street, Suite 300, Washington, D.C. 20002.



Chapter 1

Introduction

CHAPTER CONTENTS

- The Hispanic Population in the United States
- Adolescent Pregnancy and Parenting in the Hispanic Community
  - Factors Associated with Adolescent Pregnancy
  - Consequences of Unintended Adolescent Pregnancy
  - Need for Action
- Adolescent Sexuality and Pregnancy in the Hispanic Community: A Snapshot
- The National Council of La Raza and the Adolescent Pregnancy Prevention Network
- The NCLR/CDF Teen Pregnancy Prevention Replication Project

INTRODUCTION

The Latino population in United States includes different nationality groups: Mexican-Americans, Puerto Ricans, Cubans, Central Americans, South Americans, and other Hispanics.

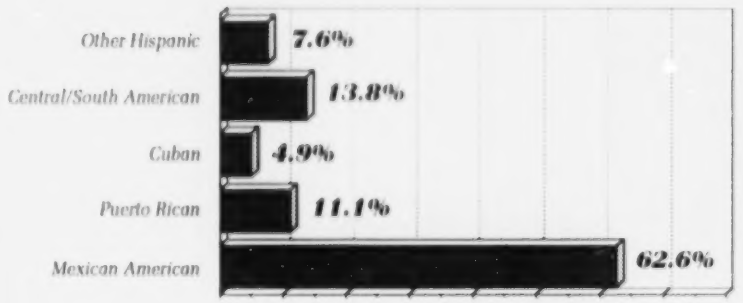
THE HISPANIC POPULATION IN THE UNITED STATES

Hispanics[1] constitute the second largest minority group in the United States, with a mainland population of 22.35 million as of the 1990 Census; currently, about one in 11 Americans is Hispanic (9.0%). This reflects a 53% growth in the Hispanic population between 1980 and 1990. Hispanics constitute approximately 36% of the U.S. minority population and, by U.S. Census Bureau projections, are expected to become the largest ethnic minority in the U.S. around the turn of the century. In addition to being among the fastest-growing population groups, Hispanics are among the most diverse and also the youngest. Their demographic status reflects strong family values, a strong work ethic, and serious socioeconomic problems.

The Latino population includes many different nationality groups. As **CHART 1** indicates, the majority — 62.6% — of Hispanics self-identify as Mexican Americans; 11.1% are Puerto Rican, 4.9% Cuban, 13.8% Central and South American, and 7.6% other Hispanics.[2] Hispanics live in every part of the United States, but are heavily concentrated in a few states. The 1990 Census reported that more than half of all Hispanics live in California (34%) and Texas (19%); about 85% live in these two states plus New York (10%), Florida (7%), Illinois (4%), New Jersey (3%), Arizona (3%), New Mexico (3%), and Colorado (2%). Additionally, in these states, Hispanics constitute a growing proportion of the state population; for example, in California and Texas, Hispanics are one-quarter of each of these states' total population.

CHART 1

COMPOSITION OF THE HISPANIC POPULATION OF THE UNITED STATES (1991)



SOURCE: Census Bureau. *The Hispanic Population in the United States: March 1991.*

The great majority of Hispanics live in urban areas — as of March 1991, 91.8% of Hispanics, compared to 72.8% of non-Hispanics, were urban residents — and are disproportionately affected by the social and economic problems found in many cities. For example, one of the most serious issues facing the Latino community in both urban areas and across the country is that Hispanics remain the most undereducated major segment of the U.S. population. While educational attainment levels have improved somewhat, Hispanics continue to enter school later, leave school earlier, and receive proportionately fewer high school diplomas and college degrees than other Americans. This is particularly troubling and has long-term social and economic consequences for the country since the Hispanic population is increasing at a fast rate and because, as a group, Hispanics are younger than other Americans. As of 1991, Latinos had a median age of 26.2, compared to 33.8 for non-Hispanics.

The undereducation of the Hispanic community has several consequences. First, although Hispanics are active in the workforce (Hispanic men have the highest labor force participation rate among male population groups; 78.2% of Hispanic men 16 and older were either working or seeking work in 1991, compared to 73.9% of non-Hispanic men), they are concentrated in low-wage jobs. Second, Latinos tend to have disproportionately high poverty rates. One in every four Hispanic families — and more than one in three Hispanic children — is poor. Recent Census

Bureau data indicate that poverty, unemployment, and child poverty rates among Hispanic families are on the rise. Another consequence of undereducation and low-wage work is that, as a group, Hispanics are far more likely to lack health insurance than other Americans. Data from the 1990 Current Population Survey (CPS) indicate that 32% of Hispanics — compared to 13% of Whites and 20% of Blacks — are uninsured. These differences hold regardless of whether there is an adult worker in the family.

Hispanics are more likely to contract certain diseases, receive less preventive care, and have less access to health education or care.

In addition to facing economic and social challenges, existing data indicate that, compared to other Americans, Hispanics are more likely to contract certain diseases, receive less preventive care, and have less access to health education or health care. This has particularly serious consequences for Hispanic women and children. While data show that the fertility rate for Hispanics is higher than for other major U.S. populations,[3] Hispanic women are far more likely than White women to receive late prenatal care or none at all. In 1989, 56.7% of Mexican American mothers, 60.8% of Central and South American mothers, and 62.7% of Puerto Rican mothers received prenatal care in the first trimester of pregnancy, compared to 82.7% of White mothers and 59.9% of Black mothers.

Finally, Hispanics are more likely than Whites but less likely than Blacks to live in female-headed households. In 1990, almost one-quarter (23.1%) of Hispanic families were maintained by a female householder, with no husband present, compared to about one-eighth of White families (12.9%) and more than two-fifths of Black families (43.8%). The percentage of woman-maintained families ranges from a low of 19.1% among Mexican Americans and 19.4% among Cubans to 26.1% for Central and South Americans and 43.3% for Puerto Ricans.

Adolescent Pregnancy and Parenting in the Hispanic Community

The issue of adolescent pregnancy has gone from being a significant societal challenge to a social and economic crisis; more than one million teenagers — most of whom are not married and have not completed their high school education — get pregnant every year, and about half of these have a baby.

The issue of adolescent pregnancy has gone from being a significant societal challenge to a social and economic crisis. According to the National Center for Health Statistics (NCHS) and the Children's Defense Fund (CDF), the teenage pregnancy rate rose steadily during the late 1960s and peaked in 1970 with 656,000 births to adolescents.[4] By 1988, the number of births to teenagers declined to about 490,000.[5] Since then, however, there has been an upward trend in the rate; today, a higher proportion of teenagers are having babies than at any time since the early 1970s.[6]

Current data show that every year in the United States, more than one million teenagers — most of whom are not married and have not completed their high school education — get pregnant, and about half of these have a baby. To get a greater sense of what these numbers mean, CDF reports that one in every eight births in this country is to a teenager.[7] In addition, according to the Alan Guttmacher Institute, of the teenage pregnancies conceived in 1987, half resulted in a birth, slightly more than one-third in abortion, and the remainder is estimated to have resulted in miscarriage. Moreover, nearly one-quarter of those births to teenagers were not first births.[8]

While the impact of unplanned pregnancies is great for all girls, teenage pregnancy and its consequences are especially problematic in the Black and Latino communities. "Although there are more white than minority teen pregnancies, minority teens have higher pregnancy rates. In 1988 one in 10 white births was to a teenager, compared with one in six Latino births, and more than one in five black births."[9]

Ethnic and racial data on adolescent pregnancy and births has been collected differently by state and not all states report Hispanic origin of parents.[10] Up until 1988, Hispanic origin was

reported by 30 states; as of 1989, 47 states except Louisiana, New Hampshire, and Oklahoma (none of which has a significant Hispanic population) reported births to Hispanic mothers. These data show that teenage pregnancy and parenting have become significant issues in the Hispanic community.

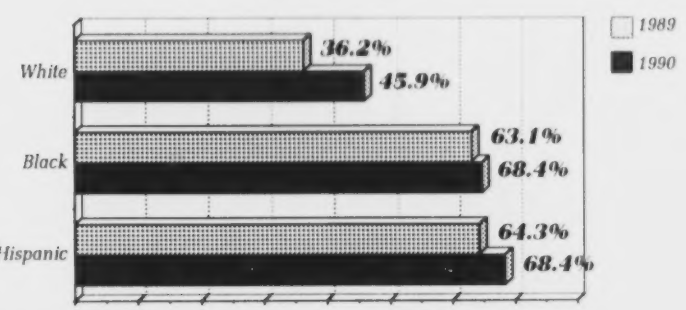
Every day about 240 Hispanic children are born to teen mothers in 47 states that report births to Hispanic women; although only 9% of all adolescent females are Hispanic, about 17% of all teen births are to young Hispanic women.[11] In a recent two-year period (1985-1987), there was an increase of 5000 births among Hispanic women under 20.[12] These figures translate into thousands of babies being born to undereducated and socially and economically unprepared Latino teenagers every year. In 1988, 73,858 babies in 30 reporting states were born to Hispanic women under 20 years old; the following year, there were 88,880 births to young Latinas in 47 reporting states — a relative increase of 14%.[13] In some states, Hispanics are greatly overrepresented among adolescent parents; in California and New Mexico, for example, about half of all teen births in 1989 were to Hispanic adolescents.

Data show that teenage pregnancy and parenting have become significant issues in the Hispanic community; in 1989, there were 88,880 births to young Latinas in 47 reporting states.

One of the main reasons why current teenage pregnancy data are becoming more alarming, especially in the Black and Latino communities, is that young parents are not marrying. This has contributed to the increase in single-parent families among all racial/ethnic groups, although the overwhelming majority of these families are single-mother families. The likelihood that these girls and their children will spend some or all of their lives in poverty is great. Often without the financial and emotional support of the fathers, and with limited education and employment skills of their own, these young families are vulnerable to the effects of persistent poverty. As illustrated in **CHART 2**, in 1989, almost two-thirds of Black and Latino children (63.1% and 64.3%, respectively) in female-headed families were poor.[14] By contrast, 18.3% of Black and 25.2% of Latino children in married-couple families were poor in 1989. Poverty rates are further exacerbated if the family is headed by a person younger than 25 years of age and/or if the head of household does not have a high school diploma; **CHART 3**, on the next page, presents poverty data by family type.

CHART 2

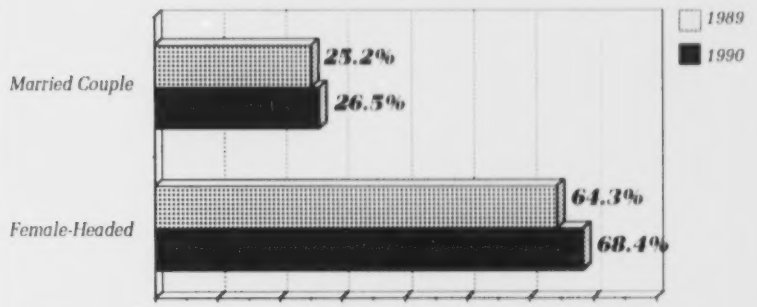
POVERTY RATE OF CHILDREN IN FEMALE-HEADED FAMILIES



SOURCE: Census Bureau. *Poverty in the United States, 1989* (p-60, No. 171) and *1990* (p-60, No. 175)

CHART 3

POVERTY RATE OF HISPANIC CHILDREN BY FAMILY TYPE



SOURCE: Census Bureau. *Poverty in the United States, 1989* (p-60, No. 171) and *1990* (p-60, No. 175)

Factors Associated with Adolescent Pregnancy

Several factors are associated with high rates of teenage pregnancy, including educational attainment, socioeconomic status, and future outlook.

Several factors are associated with high rates of teenage pregnancy for all groups of youth and these factors are particularly important for young Hispanics who are likely to start their lives in disadvantaged households. In addition to the issues about knowledge of and access to birth control, the three most critical factors which help to explain why Hispanic adolescents become pregnant and give birth before they are ready to become parents are educational attainment, socioeconomic status, and future outlook.

Education is one of the most salient factors affecting teenage pregnancy rates. Data from the National Longitudinal Survey (NLS) show that poor youth with low basic academic skills, regardless of racial/ethnic group, are at least four times as likely as non-poor teenagers with above-average academic skills to become pregnant by age 19.[15] Educational indicators show that Hispanic youth are among the least educated groups in the United States, with Mexican Americans having the lowest educational attainment rates of any of the five Latino subgroups. Latino youth are more likely than their White and Black peers to enter school later and leave school earlier.[16] Additionally, regardless of the measure used, Hispanic youth are less likely to complete high school and enter and complete college than White and Black youth. The most recent U.S. Census data show that slightly more than half of all Hispanics aged 25 years or older have completed high school (51.3%) compared to four-fifths of non-Hispanics (80.5%) and less than one in ten Hispanics have completed four years of college or more (9.7%) compared to more than one in five non-Hispanics (22.3%).[17]

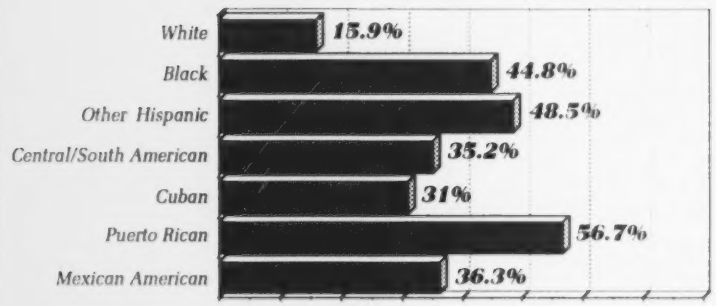
A second factor which makes Latino youth susceptible to early, unplanned pregnancy and childbearing is their low socioeconomic status. Recent U.S. Census data illustrate that Hispanic children are more likely than other children to live in families that are poor, headed by a parent who has not completed high school, and/or headed by a single mother. In 1990, one in four Hispanic families (25.0%) lived below the federal poverty level, compared to less than one in 10 non-Hispanic families (9.7%).[18] As **CHART 4** illustrates on the next page, Hispanic children, as a whole, are more likely than White but less likely than Black children to be poor. Puerto Rican children are the poorest of all children; more than half were poor in 1990. Additionally, in 1987 four in 10 Latino adolescents had a parent with a high school diploma, compared to eight in 10

Whites and seven in 10 Blacks.[19] Of all Hispanic families, almost one-quarter were maintained by a woman in 1990 (23.8%), a figure that is higher for some Latino subgroups and which is rising among all racial/ethnic groups. That same year, almost half of Hispanic single-mother families were poor (48.3%) compared to 48.1% of Black and 26.8% of White single-mother families.[20] Hispanic children in single-parent families are more than twice as likely to be poor as Hispanic children in two-parent families (64.3% vs. 25.5%).[21] Because of the disadvantage that often comes with such poverty, including lack of educational and social opportunities, Hispanic youth are vulnerable to engaging in risky behaviors like unprotected sex and substance use and abuse.

Hispanic youth are among the least educated groups in the United States, with Mexican Americans having the lowest educational attainment rates of any of the five Latino subgroups.

CHART 4

CHILD POVERTY RATES (1990)



SOURCE: Census Bureau. *Poverty in the United States, March 1991*

Finally, as a result of both limited educational opportunities and low socioeconomic status, Latino youth, like many similarly disadvantaged adolescents, have high aspirations but low expectations for their future. Community-based organizations which serve youth often note the lack of self-esteem and security that Hispanic and other disadvantaged youth feel. Qualitative studies have indicated that many of these teenagers find an unplanned pregnancy both common and acceptable. Many youth view childbirth and parenting as a sign of adulthood and an opportunity to "feel loved."

Consequences of Unintended Adolescent Pregnancy

Teen parenthood has ramifications for the futures of the young woman, her partner, their baby, the Hispanic community, and, indeed, all of society. Research and data point to four major areas in which unintended pregnancy and childbearing have long-term consequences:

- ***Education***. According to the 1982 Follow-Up to the High School and Beyond Study,[22] Hispanic female adolescents cite pregnancy and/or early marriage as significant factors in their decision to drop out of school. Compared to Black and White pregnant youth, data show that Hispanic pregnant teens are more likely to drop out of high school and less likely to re-enroll to obtain their diplomas. About one-quarter of young Hispanic mothers who had children during their teen years had completed high school by their mid-twenties, compared with more than half of White teens and two-thirds of Black teens interviewed in 1982.[23] While more programs for pregnant teenagers have become available since then, racial/ethnic differences in their high school completion rates persist.

- ***Health.*** Teenagers often lack information regarding their health and the importance of good health and nutrition habits during pregnancy. This is a function of both lack of access to good prenatal and overall health care, and lack of health insurance — a severe problem for the Hispanic community, since one in three Hispanics does not have health insurance.[24] As a result, pregnant adolescents and their babies are vulnerable to a variety of illnesses and complications, including low birthweight babies and babies born with birth defects, both of which have serious implications for a child's level of school readiness. In addition to unintended pregnancy, another serious effect of unprotected intercourse is the risk of sexually transmitted diseases (STDs), including AIDS. According to the Center for Population Options, a Washington, D.C.-based advocacy group with expertise in sexuality and family-planning issues, adolescents experience higher rates of STDs than any other age group yet, they are the least likely to seek treatment.

ADOLESCENT SEXUALITY AND PREGNANCY IN THE

DATA NOTE: Adolescent pregnancy data, especially teenage pregnancy and abortion rates, are not easy to obtain by ethnicity. In most cases, data are collected by White and Black, or by White and Non-White, thus Hispanic data are difficult to disaggregate. The data below are the most current that could be obtained for Hispanics for each category.

Marriage

- In 1988, 12% of all 15- to 19-year old Hispanic women had ever been married, compared to 7% of White young women and 2% of Black young women.

Factors Associated with Teenage Pregnancy

- Female high school dropouts, whether married or not, are six times as likely to have children early as females who complete high school and Latino youths leave school at twice the national rate: the most current data show that four in ten 16- to 24-year-old Latinos are out of school without a diploma.
- Similar to Whites and Blacks, one in five 16- to 19-year-old Latinas with below-average basic academic skills and from a poor family was a parent in 1981. But only one in 20 Latinas with above-average skills and family income above the poverty level had become a parent.

The Steps that Lead to Teenage Pregnancy

- At every age, Hispanic adolescent females are less likely than White or Black teen females to have had sexual intercourse. Compared to 74% of Whites and 78% of Blacks, 70% of Hispanic females ages 18-19 had had sexual intercourse in 1988.
- Hispanic adolescent males are more likely than their White counterparts and less likely than their Black counterparts to have had sexual intercourse by age 19. In 1988, 81% of Hispanic young men, 76% of White young men, and 96% of Black young men had had intercourse.
- Among Hispanic teenagers engaging in sexual intercourse, Hispanic and Black young women are less likely to use contraception than their White counterparts. In 1988, almost half of Hispanic and Black adolescent females (46.1% and 45.9%, respectively) — compared to less than one-third of White female teens (31.0%) — reported not using any contraceptive method at first intercourse.
- According to the Alan Guttmacher Institute, 66% of Black, 54% of White, and 53% of Hispanic males aged 15-19 reported using a condom the last time they had intercourse.
- In 1985, 16% of Latina young women, compared to 10% of White and 19% of Black young women, aged 15-19 were pregnant.
- Once pregnant, Hispanic young women under 20 tend to have births — rather than abortions — at higher rates than White or Black pregnant teenagers. Compared to 41% of White and 38% of Black teen pregnancies, 31% of the pregnancies to Hispanic female adolescents ended in abortion in 1985.

- ***Family Stability***. Teen births are much more likely than non-teen births to be out-of-wedlock; CDF data show that, in 1988, 54% of births to White adolescents were out-of-wedlock, compared to 59% among Latinas, and 91% among Blacks. Moreover, data from the 1984 National Longitudinal Survey indicate that one-fourth of young mothers who had married were divorced or separated by the time their oldest children were four or five.
- ***Socioeconomic Status***. One of the most long-lasting results of early family formation for Latino youth is the likelihood of poverty — a status which is further complicated by low educational attainment and early marriages mentioned above. Teenage marriages that are prompted by a pregnancy or birth tend to be fragile and young families are especially vulnerable to poverty.[25] In March 1990, two-thirds of Hispanic female heads of household between the ages of 18 and 24 who had less than four years of high school were living below the federal poverty level (65.0%).[26] Teen mothers and their children are disproportionately

HISPANIC COMMUNITY: A SNAPSHOT

Births to Latina Teenagers

- Latina and Black teens aged 15-19 are twice as likely to become parents as White teens. In 1989, about one Latina teen in 10 gave birth, compared with slightly more than one in 10 Black teens, and fewer than one in 20 White adolescent females aged 15-19.
- In 1989, Latina women under the age of 20 gave birth to 88,880 babies in 47 reporting states. Teenage mothers accounted for about one in six Latino births that year (17%), compared to about one in 10 White and more than one in five Black births. Yet there was wide variation among Latino subgroups: while 22% of Puerto Rican births and 17% of Mexican births were to teenagers, only 7% of Cuban births and 8% of Central and South American births were to women under age 20 in 1989.
- Latino teen births are concentrated in several states, like the Latino population in general. In 1988, California and Texas alone accounted for two-thirds of the reported births to Latina teens. These two states and six others (New York, Arizona, Illinois, Florida, New Mexico, and New Jersey) accounted for 92% of births reported to Latina teens that year.
- Compared to 54% of White teen births, 59% of Latino teen births were to unmarried women in 1988 —a 37% increase over the last decade. The proportion of teen births born to unmarried women also varies widely by Latino subgroup: 76% for Puerto Ricans, 62% for Central and South Americans, 53% for Mexicans, and 44% for Cuban Americans.
- The out-of-wedlock proportion of births to teens also varies widely by state; in 1988, two in five Latino teen births were born to unmarried women in Texas, Nevada, Georgia, and North Carolina — compared to four in five of their counterparts in Massachusetts, Connecticut, and Hawaii.

Impact of Teenage Pregnancy

- Only 27 percent of Latina mothers who had children during their teen years had completed high school by their mid-twenties, compared with 55 percent of whites and 67 percent of black teen mothers (1982).
- About one in six Latina teens did not get adequate prenatal care during their pregnancies, compared to about one in 10 White and one in seven Black teens giving birth in 1988. Nineteen percent of Mexicans, 15% of Central and South Americans, 14% of Puerto Ricans, and 9% of Cuban teen births in 1988 were to women receiving late (starting after the six month of pregnancy) or no prenatal care at all.
- Latina teens' use of prenatal care during pregnancy varies by state. About one in 10 Latino teen births in Massachusetts and Utah — compared to more than one in five in New Mexico, Georgia, Nevada, and Texas — were born to women receiving late or no prenatal care.

SOURCES: Adapted from "Teenage Pregnancy in the Latino Community, Fact Sheet," April 1991, Children's Defense Fund; additional information from the National Center for Health Statistics, *Monthly Vital Statistics Report*, Vol. 40, No. 8, December 1991; and *Facts in Brief, Teenage Sexual and Reproductive Behavior in the United States*, The Alan Guttmacher Institute, 1991.

poor and are especially likely to depend on public assistance for economic security, although research shows that the availability of benefits from the federal public assistance program, Aid to Families With Dependent Children (AFDC), does not influence the decisions of young, unmarried girls to have babies.[27]

For Hispanic families, unmarried adolescent births exacerbate poverty, since having a household headed by a woman is the major predictor of poverty for Latino families. While one in four Hispanic families currently lives below the poverty level (25.0%), almost one in two Hispanic families that are maintained by a woman is poor (48.1%).[28] Moreover, the gap between the poverty rates for Latino children living in single-parent vs. two-parent families is significant: while more than two-thirds of Latino children in female-headed households lived below the poverty level in 1989 (64.3%) by contrast, one-quarter of Latino children in two-parent families were poor that same year (25.5%).[29] Yet, this figure still compares unfavorably to White children among whom 9.1% in two-parent families were poor in 1989. As **CHARTS 5** and **6** indicate, poverty rates are especially severe for young families and those whose household head has low educational attainment.

CHART 5

FAMILIES WITH CHILDREN HEADED BY HOUSEHOLDERS AGE 25 AND OVER
By family type, race/ethnicity, and education (1990)

	Poverty Rates		
	White	Black	Latino
Married-couple family headed by high school graduate age 25 and older	6.1%	11.6%	12.4%
Married-couple family headed by high school dropout age 25 and older	20.5%	34.6%	28.5%
Female-headed family headed by high school graduate age 25 and older	27.4%	47.2%	35.4%
Female-headed family headed by high school dropout age 25 and older	55.8%	59.3%	61.2%

CHART 6

FAMILIES WITH CHILDREN HEADED BY HOUSEHOLDERS AGE 25 AND UNDER
By family type, race/ethnicity, and education (1989)

	Poverty Rates		
	White	Black	Latino
Married-couple family headed by high school graduate under age 25	11.2%	NA	26.9%
Married-couple family headed by high school dropout under age 25	33.4%	NA	48.6%
Female-headed family headed by high school graduate under age 25	58.6%	69.4%	66.6%
Female-headed family headed by high school dropout under age 25	84.6%	93.4%	NA

SOURCES: Adapted from a similar table in *Child Poverty in America*, Washington, D.C.: Children's Defense Fund, 1991, page 10. Additional information from the Census Bureau, *Poverty in the United States: 1990*, Current Population Reports, Series P-60, No. 175. NA means the base figure was too small to calculate an accurate statistic. 1990 figures were not available for population under age 25.

Need for Action

With both the growing Hispanic population in this country and the increase in out-of-wedlock births among young, undereducated Hispanic women, it is incumbent upon all sectors of society to take an active role in encouraging youth to postpone pregnancy until they are educationally, financially, and emotionally prepared to become parents. Hispanic youth represent a significant portion of our future workforce and the next generation of taxpayers who will contribute to our country's social and economic development. It is imperative that they be given positive, hopeful messages at all levels of society — community, state, federal — about postponing parenthood and enhancing their education and employment skills.

Appropriately, the prevention of unplanned pregnancy and too-early childbearing among Hispanic youth is a priority for many Hispanic youth-serving community-based organizations. This guide is designed to facilitate the crucial role that such organizations can play in preventing early family formation and poverty among another generation of Hispanic youth. Adolescent pregnancy prevention is also a focus for national policy organizations, like the National Council of La Raza and the Children's Defense Fund, committed to reducing poverty among Hispanic and other minority families and to helping young people make successful transitions to adulthood.

It is incumbent upon all sectors of society to take an active role in encouraging youth to postpone pregnancy until they are educationally, financially, and emotionally prepared to become parents.

The National Council of La Raza and the Adolescent Pregnancy Prevention Network

The National Council of La Raza (NCLR) serves as an advocate for Latinos and as a national umbrella organization for 150 "affiliates," community-based organizations which serve Hispanics in 36 states, Puerto Rico, and the District of Columbia. NCLR has four missions: applied research, policy analysis, and advocacy on behalf of the entire Hispanic community; public information efforts designed to provide accurate information and positive images of Hispanics; special innovative, catalytic, and international projects; and capacity-building assistance to support and strengthen the services that NCLR affiliates and other Hispanic community-based organizations provide to address poverty and discrimination in the Hispanic community. NCLR affiliates offer direct social services, education and employment training services, and/or conduct research and advocacy. Most technical assistance that NCLR offers its affiliates focuses on resource development, program operations, and management or governance needs. In addition, special projects have been developed to concentrate on specific affiliate needs.

In the fall of 1989, the Children's Defense Fund (CDF), a Washington, D.C.-based organization that focuses on the educational, health, and other needs of poor, minority, and disabled children and youth, convened the Adolescent Pregnancy Prevention Network. The Network, listed on the next page, of which NCLR is a member, consists of 31 national education, community, and youth-serving organizations concerned with the high rate of teen pregnancy in this country, and with the implications of such early childbearing, especially for poor and minority youth.

The primary goals of the Adolescent Pregnancy Prevention Network are:

- To further the programmatic and policy work that current members are doing in teen pregnancy prevention through technical assistance and information sharing;
- To foster the development of collaborative teen pregnancy programs and activities, especially between Network members; and

CHILDREN'S DEFENSE FUND ADOLESCENT PREGNANCY PREVENTION NETWORK

American Association for Counseling and Development

American Association for School Administrators

American Federation of Teachers

American Home Economics Association

American Library Association

American Youth Work Center

Association of Junior Leagues International

Big Brothers/Big Sisters of America

Boys Clubs of America

Camp Fire, Inc.

Child Welfare League of America

Council of Chief State School Officers

Council of Great City Schools

Girl Scouts of the U.S.A.

Girls, Inc.

Links, Inc.

National Alliance of Black School Educators

National Association of School Nurses

National Association of State Boards of Education

National Church Board for Homeland Ministries

National Coalition of Hispanic Health and Human Service Organizations (COSSMHO)

National Congress of Parents and Teachers

National Council of La Raza

National Education Association

National 4-H Council

National High School Athletic Coaches Association

National Network of Runaway and Youth Services

National School Boards Association

National Urban League

YMCA of the U.S.A.

YWCA of the U.S.A.

- To raise national public awareness of the current teen pregnancy problem and its implications, while building consensus around potential solutions, both in terms of programs and policy.

As a member, NCLR viewed the Network and its resources as a way of supporting the work that NCLR affiliates are doing in the areas of youth development and adolescent pregnancy and parenting. In addition, NCLR's participation in the Network serves as a bridge between the opportunities offered by the Network — in terms of technical assistance and adolescent pregnancy prevention materials — and NCLR affiliates.

The NCLR/CDF Teen Pregnancy Prevention Replication Project

In November 1990, NCLR staff met with CDF Network coordinators to discuss the initiation of a project focused on teen pregnancy prevention in the Hispanic community. The joint project that emerged was designed to maximize the benefits of the Network for NCLR affiliates and other Hispanic community-based organizations interested in expanding their focus on teenage pregnancy prevention.

The "Teen Pregnancy Prevention Replication Project" formally began in February 1991 with the identification of NCLR affiliates who were operating teen pregnancy prevention/parenting programs. Based on length of time in operation, overall organizational strength and stability, and organizational capacity to support the documentation process, three NCLR affiliates were selected to participate in the project: Centro de la Comunidad Unida/United Community Center, Inc. (Milwaukee, WI), Chicanos Por La Causa, Inc. (Phoenix, AZ), and the Guadalupe Center, Inc. (Kansas City, MO).

Over the next six months, NCLR and CDF staff met to plan the details of the project, which was designed to document the development of community-based teen pregnancy programs specifically aimed at Hispanic youth. The goal of the project is to replicate similar programs in other Latino communities across the country.

There were three major phases to the planning process:

- The development of a survey to capture organizational details and characteristics;
- The decision to conduct site visits and program staff interviews to obtain "first-hand" information; and
- The formation of a team of adolescent pregnancy prevention and program evaluation "experts" which included two NCLR staff people, one CDF staff person, and three Network members.

Between May and June 1991, this team conducted site visits at Centro de la Comunidad Unida, Inc./United Community Center (UCC), Chicanos Por La Causa, Inc. (CPLC), and the Guadalupe Center, Inc. (GCI) to document these affiliates' teen pregnancy programs.

This replication guide is the result of the site visits and the wealth of information each affiliate provided. It also represents the knowledge and expertise each team member brought to the documentation process. The guide is intended to offer a structured, step-by-step approach to the development of a teen pregnancy and/or parenting community-based program for Hispanic youth. It also provides a description of the major factors and necessary components that should be considered and offers a comprehensive plan for becoming involved in the prevention of early pregnancy and childbearing among Hispanic teens, or for expanding current efforts in pregnancy prevention and teen parenting. The guide can be adapted to meet the needs of different communities. It is another tool which, combined with strong community-based efforts, can help to reduce the high rate of poverty among Hispanic families and help ensure a brighter future for Hispanic youth.

The "Teen Pregnancy Prevention Replication Project" was designed to document and replicate the development of community-based teen pregnancy programs specifically aimed at Hispanic youth.

ENDNOTES

1 The terms Hispanic and Latino are used interchangeably throughout this guide to refer collectively to Mexican Americans, Puerto Ricans, Cubans, Central Americans, South Americans, and "other Hispanics," those from the Dominican Republic, Spain or of Spanish-speaking origin. When statistics are cited, there is no difference between the use of the term Latino and the Census' use of the term Hispanic.

2 All information in this section is taken from, *The State of Hispanic America 1991: An Overview*, Washington, D.C.: National Council of La Raza, February 1992.

3 Fertility rates for the overall U.S. population in June 1990 showed a birthrate of 67.0 per 1,000 American women aged 15-44; the rate was 65.2 for White women, 78.4 for Black women, 58.1 for Asian/Pacific Islander women, and 93.2 for Hispanic women. See, *Fertility of American Women: June 1990*, U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 454, Washington, D.C.: U.S. Government Printing Office, 1991.

4 *Monthly Vital Statistics Report*, Final Data From the National Center for Health Statistics, Vol. 40, No. 8, Supplement, December 12, 1991. See also, Simons, Janet M., et al., *The Adolescent and Young Adult Fact Book*, Washington, D.C.: Children's Defense Fund, 1991, p. 128.

5 *Ibid.*

6 "Teen Birthrates Reach Highs Last Seen in '70s," *The Washington Post*, January 19, 1992, p. A3.

7 *The Adolescent and Young Adult Fact Book, op. cit.*, p. 127.

8 *Facts in Brief, Teenage Sexual and Reproductive Behavior in the United States*, Washington, D.C.: The Alan Guttmacher Institute, 1991.

9 *The Adolescent and Young Adult Fact Book, op. cit.*

10 Hispanics are an ethnic group, not a race, therefore, Census and other official data sources will usually include the following clarification: "Persons of Hispanic origin can be of any race."

11 *Monthly Vital Statistics Report, op. cit.* and Duany, Luis A. and Karen Pittman, *Latino Youths at a Crossroads*, Washington, D.C.: Children's Defense Fund, 1990.

12 Duany, Luis A., *Teenage Pregnancy in the Latino Community Fact Sheet*, Washington, D.C.: Children's Defense Fund, April 1991.

13 Because Hispanics are concentrated in a few states, comparisons can be made between the 30 reporting states and the 47 reporting states. This previously unpublished comparison was calculated by and obtained from the National Center for Health Statistics. For additional information, see the *Monthly Vital Statistics Report, op. cit.*

14 Miranda, Leticia C., *Latino Child Poverty in the United States*, Washington, D.C.: Children's Defense Fund, 1991.

15 *Latino Youths at a Crossroads, op. cit.*; similar data are reported in Brindis, Claire D., *Adolescent Pregnancy Prevention, A Guidebook for Communities*, California: Leland Stanford University, 1991, p. 9.

16 *Hispanic Education: A Statistical Portrait*, Washington, D.C.: National Council of La Raza, 1990.

17 Bureau of the Census, *The Hispanic Population in the United States, March 1991*, Current Population Reports, Series P-20, No. 455, Washington, D.C.: U.S. Government Printing Office, 1991.

18 *Ibid.*

19 *Latino Youths at a Crossroads, op. cit.*

20 Bureau of the Census, *Money Income and Poverty Status in the U.S. 1989*, Series P-60, No. 168, Washington, D.C.: U.S. Government Printing Office, 1990; and Bureau of the Census, Current Population Reports, *Poverty in the U.S. 1990*, Series P-60, No. 175, Washington, D.C.: U.S. Government Printing Office, 1991.

21 *Latino Child Poverty in the U.S., op. cit.*

22 As cited in *Hispanic Education, A Statistical Portrait, op. cit.*, p. 37.

23 *Latino Youths at a Crossroads, op. cit.*

24 *Hispanics and Health Insurance, Volume 1: Status*, Washington, D.C.: National Council of La Raza, March 1992.

25 Johnson, Clifford M., et al., *Vanishing Dreams: The Economic Plight of America's Young Families*, Washington, D.C.: Children's Defense Fund, 1992.

26 *Poverty in the United States: 1990, op. cit.*

27 Ellwood, David T. and Mary Jo Bane, "The Impact of AFDC on Family Structure and Living Arrangements," Harvard University, March 1984 as cited in Allen, Mary Lee and Karen Pittman, *Welfare and Teen Pregnancy: What Do We Know? What Do We Do?*, Washington, D.C.: Children's Defense Fund, 1986.

28 *The Hispanic Population in the United States: March 1991, op. cit.*

29 *Latino Child Poverty in the United States, op. cit.*

Chapter 2

Three Latino Community-Based Model Programs for Adolescent Pregnancy Prevention and Parenting

CHAPTER CONTENTS

- *Decisiones Para Jóvenes/Decisions for Youth*
  - *Organizational and Programmatic Background*
  - *Program Goals and Objectives*
  - *Program Components*
- *Vía de Amistad*
  - *Organizational and Programmatic Background*
  - *Program Goals and Objectives*
  - *Program Components*
- *Westside Teenage Pregnancy Program*
  - *Organizational and Programmatic Background*
  - *Program Goals and Objectives*
  - *Program Components*

THREE LATINO COMMUNITY-BASED MODEL PROGRAMS FOR ADOLESCENT PREGNANCY PREVENTION AND PARENTING

The programs on which this replication guide is based were selected for their overall strength and for their experience in helping to meet the needs of the Latino youth in their communities. The three programs also were chosen because they represent the programmatic range that exists in teen pregnancy programs. Adolescent pregnancy programs encompass two sets of efforts: those aimed at primary pregnancy prevention (i.e., prevention of a *first* pregnancy) and those focused on teenage parenting and prevention of unplanned, repeat births. A program's components and philosophy can differ widely depending upon the focus that an organization decides to take.

Of the three programs documented below, one — Centro de la Comunidad Unida/United Community Center, Inc. (UCC) ***Decisiones Para Jóvenes/Decisions for Youth*** — is focused solely on **primary pregnancy prevention**. Community-based organizations that focus on primary pregnancy prevention, such as UCC, usually have a strong, overall youth development approach and serve teenagers in a variety of ways. For example, many of these organizations offer programs that encourage young people to complete their educations, set goals to prepare for their future employment, and develop a strong self-concept, often using recreation, tutoring, and other activities as a means by which to attract adolescents and encourage their participation. They also tend to be open year-round and during the evenings or to have flexible schedules to be available to teenagers as much as possible.

Adolescent parenting programs seek to make teen parents economically self-sufficient and tend to focus first on completion of high school, either by facilitating the student's placement in his/her high school or by assisting the teen parent in obtaining his/her General Equivalency Diploma (GED). In addition to high school completion, many of these programs also stress the delay of a second or repeat pregnancy. Often, these programs are targeted primarily, though not exclusively, on the teen mother. Two of the programs highlighted here represent such programs. Chicanos Por La Causa, Inc. (CPLC) ***Via de Amistad*** in Phoenix, AZ and the Guadalupe Center, Inc. (GCI) ***Westside Teenage Pregnancy Program*** in Kansas City, MO focus their efforts on assisting young, undereducated women who have had a baby to complete their education and enhance their employment skills. ***Via de Amistad*** assists adolescent women (up to age 21) by combining on-site child care and education and employment training classes with parenting classes. The ***Westside Teenage Pregnancy Program*** has chosen to target health care and a healthy outcome for pregnant adolescents. The program recruits pregnant teenagers in order to ensure that these young women will receive adequate prenatal care and postnatal follow-up services for both themselves and their children. Like the ***Via de Amistad*** program, the ***Westside Teenage Pregnancy Program*** also seeks to develop and strengthen parenting skills in the young women (and their partners) who participate in the program.

Finally, each of the programs highlighted here has a unique quality that helped to make them successful in their communities. UCC has developed a special collaborative relationship with the Milwaukee school system. Its programs are youth-focused and are based on a prevention philosophy. UCC links its youth programs for Hispanic teenagers; for example, sexuality education is combined with substance abuse education. Program staff also reach out to males. At GCI, program strength is derived from the center's long history in the community. The programs are also a result of collaborative efforts with local hospital and clinic staff and program participants benefit from individual case managers who have small caseloads and offer intensive help. Similarly, staff at CPLC are very involved with program participants. The program offers young women a one-stop approach to meeting their needs; there is emphasis on education, employment training, and child care and job placement at the program's end is a priority. Follow-up services are an important part of each program.

Centro de La Comunidad Unida/
United Community Center, Inc.
1028 South 9th Street
Milwaukee, WI 53204
(414) 384-3100
FAX (414) 649-4411

Walter Sava
Executive Director
José R. Galván, Jr.
Decisions for Youth Coordinator

Decisiones Para Jóvenes/Decisions for Youth

Organizational and Programmatic Background

Established over 20 years ago, Centro de la Comunidad Unida/United Community Center, Inc. (UCC) was originally developed as an outgrowth of the Milwaukee Christian Center. UCC began as a youth recreational/teen center to keep hard-to-reach youth off the streets. In 1979, UCC was expanded to provide pregnancy prevention education in response to the fact that many Hispanic adolescents were getting pregnant and dropping out of school to get married. Currently, UCC's comprehensive programs include social, recreational, vocational, educational, and health counseling services.

UCC's adolescent pregnancy program, ***Decisiones Para Jóvenes/Decisions for Youth***, focuses on primary pregnancy prevention among Hispanic adolescents in Milwaukee; efforts are targeted to reducing the incidence of first pregnancies among Hispanic adolescents. The program offers bilingual (English/Spanish) services in adolescent pregnancy prevention education and counseling, as well as social service referrals for Hispanic youth and their families. Education and counseling are offered in and out of Milwaukee Public Schools through individual sessions, group discussions, and workshops for Hispanic adolescents and their parents. ***Decisions for Youth*** also has a strong alcohol and drug abuse prevention component, offered in conjunction with sexuality and decision-making education. There is also a Peer Educator program which trains Hispanic youth to provide information about human sexuality, alcohol, and drugs to young children and their peers. All services are free of charge and confidential.

UCC began as a youth recreational/teen center to keep hard-to-reach youth off the streets; currently, it offers comprehensive social, recreational, vocational, educational, and health counseling services.

Almost three-fourths of all program participants are under age 18; more than two-thirds (69%) are Hispanic, although the program components offered only at UCC itself have higher proportions of Hispanic youth participants. Sixty-five percent of participants have a history of pregnancy in their family or peer group, 98% live in an area of poverty and high unemployment, and 85% have limited access to family planning services. Fifteen percent have dropped out of high school, 45% have a grade point average of less than 2.0, and 60% are limited-English proficient.

Decisions for Youth has been recognized locally and nationally. The educational curriculum taught by the program's Prevention Specialists has been accepted by the Milwaukee Public School system and UCC staff are invited to teach the program's curriculum as part of the school's

curriculum. Material developed by the program staff has been proven to significantly increase students' knowledge on issues of sexuality and substance abuse. The program is funded by the United Way of Greater Milwaukee, the March of Dimes Foundation, the Milwaukee County Department of Social Services, the State of Wisconsin Department of Health and Human Services, the Milwaukee Foundation, the State of Wisconsin Adolescent Pregnancy Prevention Board, the Common Council Task Force on Sexual Assault and Domestic Violence, the Urban Middle School Adolescent Pregnancy Prevention project of the Academy for Educational Development, and the CHOICES Initiative, State of Wisconsin, Department of Health and Human Services.

Program Goals and Objectives

Decisions for Youth was originally designed to address two risk factors associated with teen pregnancy: dropping out of school and unemployment/underemployment. However, since many of the characteristics associated with early substance abuse are similar to those associated with early sexual activity, the program has expanded to provide Hispanic youths with decision-making skills in order to prevent alcohol and drug abuse as well.

The primary goal of **Decisions for Youth** *is to reduce the incidence of first pregnancies among Hispanic adolescents by improving the health, well-being, sexual awareness, and sense of responsibility of participants.*

The primary goal of ***Decisions for Youth*** is to reduce the incidence of first pregnancies among Hispanic adolescents by improving the health, well-being, sexual awareness, and sense of responsibility of participants. The program educates youth about alcohol and other drugs and, by assisting participants to develop strong decision-making skills, also promotes abstinence from sexual activity and from alcohol and other drug use.

Specific objectives include:

- To improve the knowledge of human sexuality, alcohol, and drugs of at least 75% of 600 youth in elementary, middle, and high school through structured educational sessions (6-15 sessions per classroom);
- To promote an understanding of sexuality, responsible sexual behavior, and decision-making skills;
- To provide support group sessions for 35 of these 600 youth, emphasizing sexual responsibility;
- To assist 100 participants in career exploration seminars to establish educational goals for the future and gain a better understanding of career/life options; and
- To train 30 adolescents to become Peer Educators to promote an understanding of human sexuality, alcohol, drugs, and responsibility to young children and their peers.

Program Components

Decisions for Youth delivers its services to Hispanic youth and their parents through direct education, training, and counseling in individual sessions, group discussions, and workshops. Educational sessions are conducted at UCC and within Milwaukee public schools, as well as in private schools such as Bruce-Guadalupe Community School. A sample letter that is sent to parents to notify them that their children will participate in the ***Decisions for Youth*** program/curriculum at school is shown on the next page (**FIGURES 1** and **2**).

Centro de la Comunidad Unida
United Community Center
1028 S. 9th St., Milwaukee, WI 53204
Phone: 384-3100

DECISIONS FOR YOUTH

Dear Parents:

In the coming weeks, your children will be participating in the "Decisions For Youth/Decisiones Para Jovenes" program. This program has been developed to provide students with basic information about sexuality and alcohol and drugs.

** Why is it important to communicate with your children about sexuality and alcohol and drug abuse?

Children today are constantly bombarded with information about sex, sexuality and alcohol and drugs. There are many different sources of information: their friends, television, advertising, popular music and MTV or music videos.

Much of their information is not useful and often incorrect. Although schools may have good sexuality and alcohol and drug education programs, these programs cannot take the place of the guidance that you, as parents, can give your children.

Together, we can educate our children so they will be informed and able to make healthy decisions. We hope this program will provide many opportunities to share your values and guidance with your children.

Enclosed is a list of the subjects your children will learn about in each grade level. If you have any questions or are interested in seeing our materials, please call me at 384-3100. Thank you for your cooperation and support.

Sincerely,

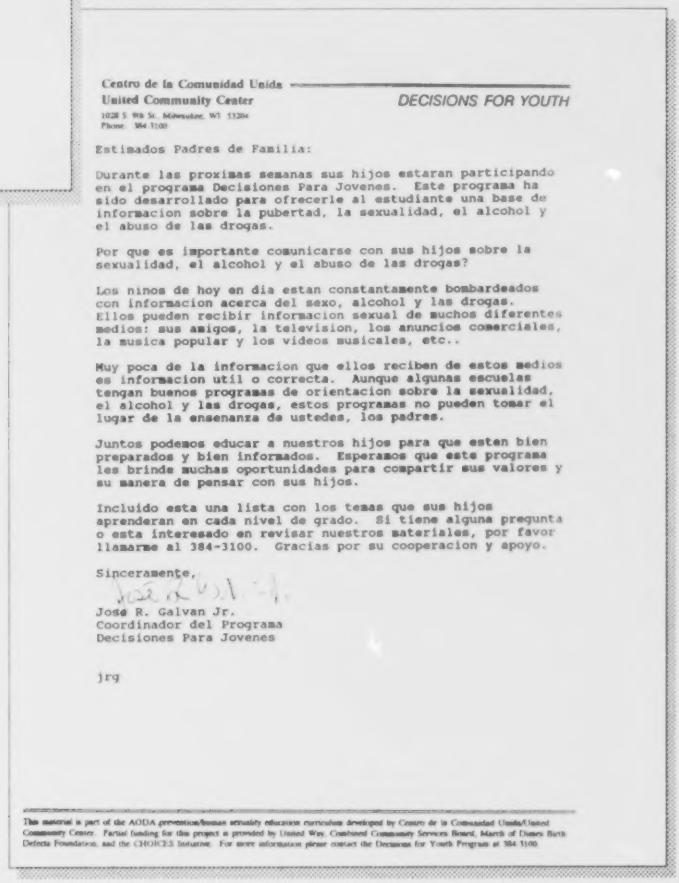
José R. Galvan Jr.
Decisions For Youth Coordinator

jrg

This material is part of the AODA prevention/human sexuality education curriculum developed by Centro de la Comunidad Unida/United Community Center. Partial funding for this project is provided by United Way, Combined Community Services Board, March of Dimes Birth Defects Foundation, and the CHOICES Initiative. For more information please contact the Decisions for Youth Program at 384-3100.

FIGURE 1.

This is the English version of the sample letter used by UCC to notify Hispanic parents about the **Decisions for Youth** *program.*



Centro de la Comunidad Unida
United Community Center
1028 S. 9th St., Milwaukee, WI 53204
Phone: 384-3100

DECISIONS FOR YOUTH

Estimados Padres de Familia:

Durante las proximas semanas sus hijos estaran participando en el programa Decisiones Para Jovenes. Este programa ha sido desarrollado para ofrecerle al estudiante una base de informacion sobre la pubertad, la sexualidad, el alcohol y el abuso de las drogas.

Por que es importante comunicarse con sus hijos sobre la sexualidad, el alcohol y el abuso de las drogas?

Los ninos de hoy en dia estan constantamente bombardeados con informacion acerca del sexo, alcohol y las drogas. Ellos pueden recibir informacion sexual de muchos diferentes medios: sus amigos, la television, los anuncios comerciales, la musica popular y los videos musicales, etc..

Muy poca de la informacion que ellos reciben de estos medios es informacion util o correcta. Aunque algunas escuelas tengan buenos programas de orientacion sobre la sexualidad, el alcohol y las drogas, estos programas no pueden tomar el lugar de la ensenanza de ustedes, los padres.

Juntos podemos educar a nuestros hijos para que esten bien preparados y bien informados. Esperamos que este programa les brinde muchas oportunidades para compartir sus valores y su manera de pensar con sus hijos.

Incluido esta una lista con los temas que sus hijos aprenderan en cada nivel de grado. Si tiene alguna pregunta o esta interesado en revisar nuestros materiales, por favor llamarme al 384-3100. Gracias por su cooperacion y apoyo.

Sinceramente,

José R. Galvan Jr.
Coordinador del Programa
Decisiones Para Jovenes

jrg

This material is part of the AODA prevention/human sexuality education curriculum developed by Centro de la Comunidad Unida/United Community Center. Partial funding for this project is provided by United Way, Combined Community Services Board, March of Dimes Birth Defects Foundation, and the CHOICES Initiative. For more information please contact the Decisions for Youth Program at 384-3100.

FIGURE 2.

This is the Spanish version of the sample letter used by UCC to notify Hispanic parents about the **Decisions for Youth** *program.*

BEST COPY AVAILABLE

Thirteen-Day Curriculum: Human Growth and Development

- *Introduction/overview pre-test*
- *Decision-making skills*
- *Values clarification*
- *Communication skills*
- *Male/female anatomy*
- *Menstruation and conception*
- *Sex vs. sexuality*
- *Teen pregnancy; options*
- *Love, friendship, myths*
- *Contraceptive methods*
- *Sexually-transmitted diseases (STDs)*
- *Self-esteem*
- *Wrap-up and post-test*

Decisions for Youth *delivers its services to Hispanic youth and their parents through direct education training and counseling in individual sessions, group discussions, and workshops.*

Information in the ***Decisions for Youth*** program is presented through the following structured project components:

- ***Educational Sessions***. Primarily targeted to Hispanic students in local public schools, in UCC's alternative school, and in other UCC programs, thirteen sessions are provided through classroom presentations, role plays, and videos about sexuality and alcohol and other drug abuse. Session topics cover self-esteem, male and female reproductive awareness, decision-making, sexual attitudes, customs, and values. On the next page, **FIGURE 3** and **4** are examples of two curriculum components.
- ***Bilingual/Bicultural Counseling***. Program staff provide one-on-one counseling, primarily to Hispanic adolescents and young adults, many of whom speak Spanish as a first language.
- ***Awareness Groups***. Facilitated by volunteers, these groups meet at UCC and use presentations, discussions, videos, and role plays to present information on human sexuality and alcohol and other drug abuse. This is the program's principal component for parents. UCC staff recruit for these sessions at parent/teacher meetings and through the local media.
- ***Community Presentations***. In addition to the other program areas, ***Decisions for Youth*** staff provide structured information through the use of booths at health fairs, and through presentations at other community-based organizations, schools, and local conferences. This includes the dissemination of informational brochures.

Decisions for Youth focuses solely on adolescent pregnancy prevention. If a teen does become pregnant, however, UCC staff and counselors are able to refer the adolescent and her partner to a variety of social service agencies and organizations (with whom they have well-developed relationships) that provide prenatal health care and that can help the teenager manage the range of issues that an unplanned pregnancy creates. UCC staff make a special effort to follow every young person that is referred so that they do not get lost "in the system."

Centro de la Comunidad Unida
United Community Center
1028 S. 9th St., Milwaukee, WI 53204
Phone: 384-3100

Decision Making
Haciendo Decisiones

Step One:
Know the Problem
Conoce el Problema

Step Two:
Know your Feelings
Conoce tus Sentimientos

Step Three:
What are your Choices?
¿ Cuales son tus Preferencias?

Step Four:
What are the Consequences?
¿ Cuales son las Consecuencias?

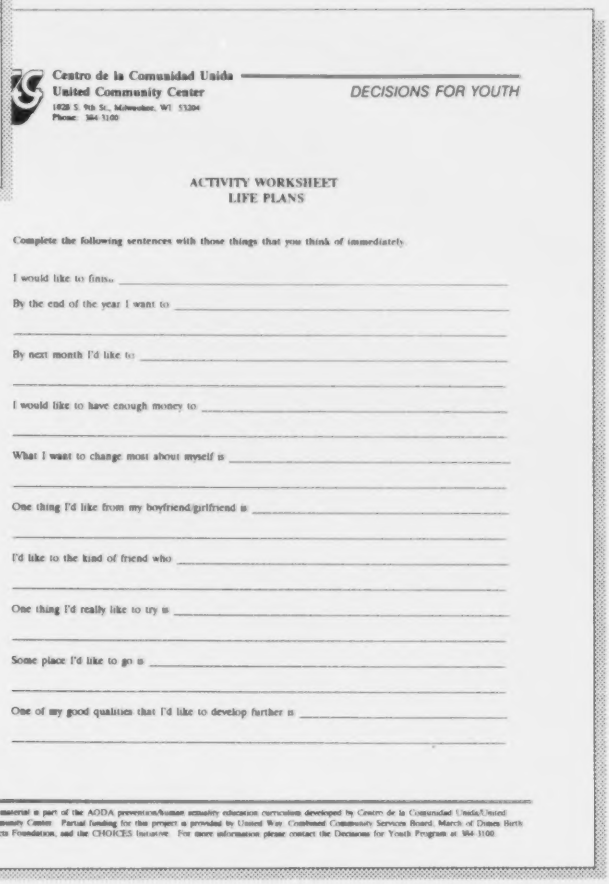
Step Five:
Make a Decision
Has una Decision

Step Six:
Act on your Decision
Actua de Acuerdo a tu Decision

This material is part of the AODA prevention/human sexuality education curriculum developed by Centro de la Comunidad Unida/United Community Center. Partial funding for this project is provided by United Way, Combined Community Services Board, March of Dimes Birth Defects Foundation, and the CHOICES Initiative. For more information please contact the Decisions for Youth Program at 384-3100.

FIGURE 3.

This sample form illustrates one of the exercises created by UCC **Decisions for Youth** *for the "Decision-Making" component of the* Human Growth and Development Curriculum.



Centro de la Comunidad Unida
United Community Center
1028 S. 9th St., Milwaukee, WI 53204
Phone: 384-3100

DECISIONS FOR YOUTH

ACTIVITY WORKSHEET
LIFE PLANS

Complete the following sentences with those things that you think of immediately.

I would like to finish _____

By the end of the year I want to _____

_____

By next month I'd like to _____

_____

I would like to have enough money to _____

_____

What I want to change most about myself is _____

_____

One thing I'd like from my boyfriend/girlfriend is _____

_____

I'd like to the kind of friend who _____

_____

One thing I'd really like to try is _____

_____

Some place I'd like to go is _____

_____

One of my good qualities that I'd like to develop further is _____

_____

This material is part of the AODA prevention/human sexuality education curriculum developed by Centro de la Comunidad Unida/United Community Center. Partial funding for this project is provided by United Way, Combined Community Services Board, March of Dimes Birth Defects Foundation, and the CHOICES Initiative. For more information please contact the Decisions for Youth Program at 384-3100.

FIGURE 4.

This sample form illustrates one of the exercises created by UCC **Decisions for Youth** *for the* Human Growth and Development Curriculum.

Chicanos Por La Causa, Inc.
1112 East Buckeye
Phoenix, AZ 85034
(602) 257-5530
FAX (602) 257-5529

Pete C. García
President & CEO
Hilda L. Simo
Via de Amistad Director

Via de Amistad

Organizational and Programmatic Background

Via de Amistad (Pathway to Friendship), operated by Chicanos Por La Causa, Inc. (CPLC), is a teen parenting program that also works to prevent secondary or repeat pregnancies among youth in South Phoenix, where the majority of the population is Hispanic. The program serves 150 to 200 pregnant and parenting youth each year between the ages of 13 and 21.

In response to the escalation of unplanned pregnancies among teenagers and young women in the South Phoenix community — and the health and socioeconomic risks associated with teenage pregnancy — CPLC established ***Via de Amistad*** in 1980. Originally begun as a counseling center for adolescent parents and expectant mothers through a pilot project funded by the Manpower Demonstration Research Corporation in New York, ***Via de Amistad*** has built on its early successes by expanding the program's components to include a range of social, educational, and vocational services.

Via de Amistad *is a teen parenting program that also works to prevent secondary or repeat pregnancies among youth in Phoenix, Arizona.*

Throughout their participation, pregnant and parenting teenagers spend each day at the ***Via de Amistad*** facility from 9:00 a.m. to 3:30 p.m. involved in a number of activities to assist them in improving their self-esteem, becoming more responsive parents, and enhancing their educational and employment skills. The program offers: on-site vocational skills, basic education, and GED preparation; transportation subsidies; and workshops on parenting, sexuality, family planning, communication, nutrition, child development, career awareness, and career development. Program participants also receive the services of an assigned case manager who provides encouragement and support, in addition to acting as an advocate and offering social service counseling and referrals.

Via de Amistad participants have access to child care services while attending their assigned educational classes and workshops. The program provides a babysitting service which is staffed by Hispanic women from the community who participate in the Foster Grandparents program. It also allows for hands-on parenting training, as participants are required to spend part of their days with their children in the day care areas and have the benefit of receiving support and guidance from the foster grandmothers who volunteer their time.

In order to participate, program clients must be economically disadvantaged, 21 years of age or younger, and pregnant or parenting. ***Via de Amistad***'s services are offered to both male and female youth, although the majority of participants are young women. Average length of participation is nine months before a participant is placed in employment or referred to another agency.

The program seeks to promote the well-being of the young family — both parents and children — and to encourage young parents to set and work toward personal and professional goals.

Program Goals and Objectives

Via de Amistad's aim is "to see young parents become self-supporting, independent people." The program also seeks to promote the well-being of the young family — both parents and children — and to encourage young parents to set and work toward personal and professional goals.

Specific program objectives include:

- To conduct outreach and serve youth in underserved areas of the community;
- To provide comprehensive services to participating youth, including employment and training, education, and parenting skills;
- To assist participating youth to obtain GEDs or at least increase their basic educational level by two grades;
- To assist youth in obtaining and maintaining unsubsidized employment;
- To educate and assist youth in order to prevent unplanned repeat pregnancies; and
- To expand the provision of basic education and health care services to participants and their children.

Program Components

Most young women who participate in ***Via de Amistad*** are referred by friends or relatives who have gone through the program, although outreach is also conducted through brochures and presentations to community residents. Upon entering the program, young women (and their partners) must complete the program's enrollment process. Participating youth are assisted with intake by ***Via de Amistad***'s Program Coordinator. A psychosocial history is taken and an individual Employment Development Plan (EDP) is prepared to outline a set of goals for each participant. Samples of these forms are presented in **FIGURES 5** and **6**, on the following pages, for other community-based organizations to adapt as needed. In addition, each participant is assigned a case manager — a social worker who provides social and emotional support and also helps to monitor his/her progress.

VIA DE AMISTAD
INTAKE FORM

PERSONAL
Date Application Completed
Social Security Number

APPLICANT
Name
Address

City
State Zip
Home Phone ( )
Message ( )

ARE YOU
1 Pregnant
Due Date
2 Parenting
3 Pregnant and Parenting
4 Not pregnant or parenting

APPLICANT
SEX
1 Female
2 Male

AGE
Date of Birth

ETHNIC GROUP/RACE
1 White, not Hispanic
2 Black, not Hispanic
3 Hispanic
4 American Indian, Alaskan Native
5 Asian
6 Pacific Islander
7 Other

HANDICAPPED
1 Physical
2 Mental
3 Not Applicable

MARITAL STATUS
1 Single, never married
2 Married
3 Separated
4 Divorced
5 Widowed

FROM PARTICIPANT VIA
1 Yes
2 No

SELECTIVE SERVICE REGISTERED
1 Yes
2 No
3 Not Applicable

VETERAN
1 Yes
2 No
3 Not Applicable

UNITED STATES CITIZEN
1 Yes
2 No, Card No

ARE YOU A FOSTER CHILD
1 Yes
2 No

LIVING ARRANGEMENTS
1 Two Natural Parents
2 Mother Only
3 Father Only
4 Natural/Step Parent
5 Relatives
6 On Own
7 Other Parent
8 Other Parent Family
9 Foster Parents
10 Other

HOUSING
1 House/Owned
2 House/Rented
3 Apartment
4 Project/Public Housing
5 Hotel/Motel
6 Other

TROUBLE WITH LAW
1 Yes
2 No
If Yes, current status

HAVE YOU BEEN IN COUNSELING
1 Yes, currently
2 Yes, previously
3 No

ALCOHOL/DRUG PROBLEMS
1 Yes
2 No

CHILDREN WITH SERIOUS ILLNESS
NAME & AGE

MEDICAL PROBLEM

OTHER PARENT
Name
Age
1 Parenting Status
Active
Inactive
2 Financial Responsibility
Full
Limited
None
3 Employed
Yes
No
If Yes, where

APPLICANT
Total Number of Persons in Present Household
Total Number of Brothers and Sisters
Total Number of Brothers and Sisters Who are or were Pregnant or Parenting teenagers
How did you find out about Via de Amistad?
Other Partner
Other Via Participant
Friend
School
Parent
Other
FINANCIAL
1 SSI
1 Yes Amount
2 No Monthly
2 AFDC
1 Yes Amount
2 No Monthly
3 Refugee
1 Yes Amount
2 No Monthly
4 General Assistance
1 Yes Amount
2 No Monthly
5 Currently Enrolled in AFDC/GA
1 Yes
2 No
6 Food Stamp Recipient
1 Yes
2 No
7 WIN Registrant
1 Yes
2 No

Page 2 of 4

FIGURE 5.

This is a sample of the Intake Form *used by CPLC to prepare a psychosocial history of each* **Via de Amistad** *participant.*

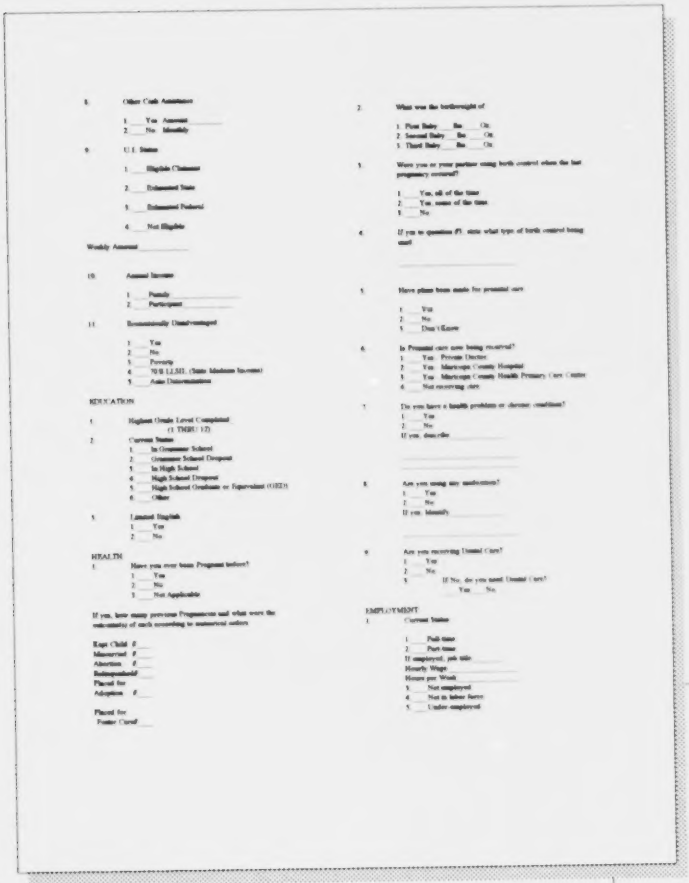
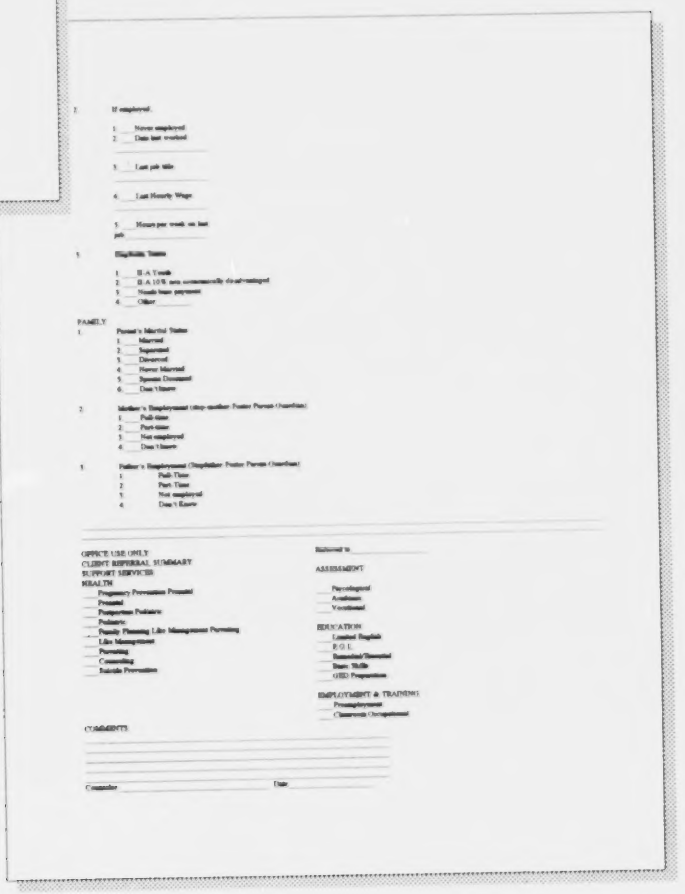


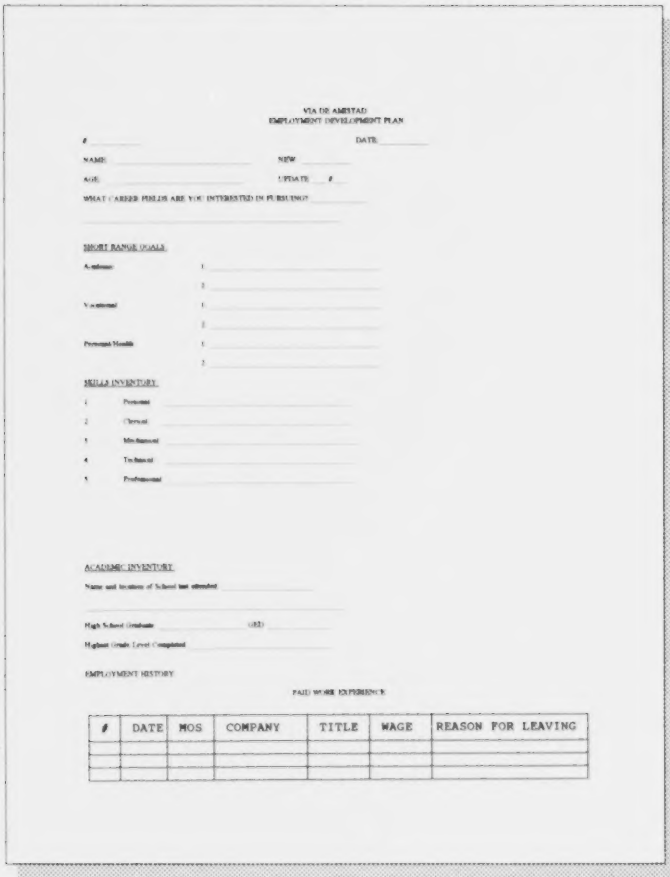
FIGURE 5. (*continuation*)

Page 3 of 4

Page 4 of 4



BEST COPY AVAILABLE



VIA DE AMISTAD
EMPLOYMENT DEVELOPMENT PLAN

#_____ DATE:_____

NAME:_____ NEW_____

AGE:_____ UPDATE___#___

WHAT CAREER FIELDS ARE YOU INTERESTED IN PURSUING?_____

SHORT RANGE GOALS

Academic 1._____

2._____

Vocational 1._____

2._____

Personal/Health 1._____

2._____

SKILLS INVENTORY

1 Personal _____

2 Clerical _____

3 Mechanical _____

4 Technical _____

5 Professional _____

ACADEMIC INVENTORY

Name and location of School last attended _____

High School Graduate _____ (GED) _____

Highest Grade Level Completed _____

EMPLOYMENT HISTORY

PAID WORK EXPERIENCE

#	DATE	MOS	COMPANY	TITLE	WAGE	REASON FOR LEAVING

UNPAID WORK EXPERIENCE
(volunteer, internships, workstudy. etc.)

#	DATE	MOS	COMPANY	TITLE	WAGE	REASON FOR LEAVING

BARRIERS TO EMPLOYMENT

1._____
2._____
3._____
4._____

PLANNED RESOLUTION

1._____
2._____
3._____
4._____

Do you have a resume on file? ___Yes or ___No
Do you have transportation? ___Yes or ___No
How far are you willing to travel? _____
Arizona Driver's License? ___Yes ___No _____
Driver's License #

SPECIAL ACCOMPLISHMENTS, HOBBIES, ETC.

1._____ 2._____
3._____ 4._____

ASSESSMENTS

Psychological Instruments(s)	Result	Comments

Career/Vocational Interest Instrument(s)	Result	Comments

Vocational Skill Level Instrument(s)	Result	Comments

FIGURE 6.

This is a sample of the Employment Development Plan *form used by CPLC to outline individual goals of* **Via de Amistad** *participants.*

Program participants are then given basic skills tests to determine their math and verbal levels. At this point, they are placed into GED programs (to complete their secondary school education or to strengthen math and verbal skills) and/or employment training classes. Participants are also required to sign a participation agreement (*see* **FIGURE 7** *below*) which outlines the services that the program offers and requests cooperation from program participants

FIGURE 7.

CPLC **Via de Amistad** *participants are required to sign this* Participation Agreement *form before they start the program.*

Chicanos Por La Causa, Inc.
1112 East Buckeye Road, Suite 1
Phoenix, AZ 85034
(602) 257-5530
FAX (602) 257-5529

Via de Amistad
Participation Agreement

CHICANOS POR LA CAUSA, INC./***Via de Amistad*** is a special program to help pregnant and parenting youth meet health, educational, employment and social service needs. As a participant in the program, I will have access to services in support of continuing education, employment planning, family planning, parenting education, health care, social service needs, and employment skills training.

I understand that my participation in CHICANOS POR LA CAUSA, INC./***Via de Amistad*** is voluntary and that, in order for me to benefit from this program, I must participate in workshops, classes, and other educational programs. I understand that if I do not cooperate in working toward my *Employability Development Plan* goals I will be terminated from this program.

Finally, I understand that I am free to ask any questions which I may have during the course of the program, and that I will be informed of the subjects to be discussed in an interview before it begins.

I understand the above explanation of ***Via de Amistad*** and agree to take part in this effort.

Printed Name Date

Signature of Participant

I agree to allow my minor child to participate in CHICANOS POR LA CAUSA, INC./***Via de Amistad***.

Printed Name Date

Signature of Parent or Guardian

in working towards their educational and career development goals (*see* **FIGURE 8** *below*). In addition to daily monitoring by instructors and other staff, participants meet weekly with their case managers to assess their progress and to manage ongoing concerns to prevent significant problems.

Chicanos Por La Causa, Inc.
1112 East Buckeye Road, Suite 1
Phoenix, AZ 85034
(602) 257-5530
FAX (602) 257-5529

Via de Amistad
Requirements for Participation in the Employment and Training Project

1. Classes begin at 9:00 a.m. and end at 3:30 p.m., Monday through Thursday. Absences and tardiness will be recorded so it is to your advantage to be punctual and consistent.
2. Sign in and out each day as if it were your timecard on the job.
3. If you have to be late or absent, be sure to get word to your Case Manager by 9:00 a.m.
4. Breaks are scheduled between class periods. You may eat in the break area by the kitchen during breaks only. *DO NOT EAT OR DRINK IN THE RECEPTION AREA OR IN THE CLASSROOMS WITH MACHINES.*
5. Smoking is permitted out-of-doors during break times only.
6. Be sure the classroom is left in a tidy and orderly fashion when you leave each day. Make sure your machine is turned off and returned to its proper storage area.
7. Remember you are preparing for employment and therefore you should groom and dress accordingly. No body shirts, shorts, halters, or sandals are to be worn to class. You should be ready to go on a job interview at all times.
8. Be polite and courteous to all guests and speakers as well as your classmates.
9. Sunglasses must be removed in the classroom area unless they are prescribed by a physician.
10. No children should accompany you to class.
11. All alcoholic drinks and drugs are prohibited on the property. Violators will be terminated from the program.
12. Our philosophy is an open door policy. Please feel free to discuss any problems or complaints you may have with any ***Via*** staff.

I have read and understand the requirements for ***Via de Amistad's*** Employment and Training program.

Name Date

FIGURE 8.

This sample form is provided to all CPLC **Via de Amistad** *participants, requesting their cooperation for the success of the program.*

Via de Amistad has five major components: Academic-Skill Building, Job Training, Parenting Skills Training, Sexuality Education, and Life-Planning and Counseling. The following services are offered through each of the various program components.

COMPONENT	*SERVICES*
Academic Skill Building	*Assessments* • Vocational/academic assessment • Interest inventory • Skills inventory *Educational Enhancement* • GED preparation • Basic skills enhancement • Limited-English-proficiency Referrals
Job Training	*Pre-Employment Skills* • Resume preparation • Completing job applications • Interview techniques • Maintaining employment *Occupational Skills* • On-site training in office occupations • Referrals for non-office training • Assistance with job placement
Parenting Skills Training	*Parenting Skills Training* • Child development • Nutrition • Discipline techniques • Enhancing children's self-esteem
Sexuality Education	• Classes • Referrals • Counseling
Life Planning and Counseling	• Classes • Referrals

Guadalupe Center, Inc.
2641 Belleview
Kansas City, MO 64108
(816) 561-6885
FAX (816) 561-7009

Cristobal Medina
Executive Director
Anne Otto
Case Manager/Educator

Westside Teenage Pregnancy Program

Organizational and Programmatic Background

Initiated in 1981, the ***Westside Teenage Pregnancy Program*** (WTP), operated by the Guadalupe Center, Inc. (GCI), is a comprehensive project which assists and educates pregnant Hispanic teenagers. The program was originally designed in response to the high number of teenage pregnancies in Kansas City. Specifically, the program seeks to address several factors: the need for education and social services, including family planning services; a lack of culturally-appropriate programs for Hispanics; and inadequate access to adolescent prenatal health care and other medical services, due to high costs and lack of transportation. The program was developed to respond to the barriers (e.g., language barriers and geographic isolation) that prevented pregnant Hispanic teenagers from receiving adequate care from the existing mainstream of social and medical services. The program's services were designed to consider ethnic differences in nutrition, education, parenting, and family dynamics.

WTP was developed to respond to the language and geographic barriers that prevented pregnant Hispanic teenagers from receiving adequate care from the existing mainstream of social and medical services.

WTP also works in close collaboration with other GCI programs that involve gang intervention, mentoring, and educational opportunities so that outreach can affect as many youth as possible. Since the focus is on the positive development of adolescents, much of the work involves educational activities. Because many adolescents who are at risk for early pregnancy and childbearing also tend to be vulnerable to other social problems, like gang-related activities and school failure, WTP broadens its target population to reach as many youth as possible. WTP's multi-service approach for pregnant Hispanic teenagers also addresses educational and vocational needs, including GED instruction, job placement, and English-as-a-Second Language classes.

WTP was originally funded through a grant from the federal Department of Health and Human Services and was structured to include a partnership between St. Mary's Hospital/ Family Practice Center and GCI. The intent was that the Guadalupe Center, Inc. would be successful at reaching potential clients in the community and medical services would be provided by St. Mary's. Initially, the program was not effective because the majority of Hispanic clients were not Medicaid-eligible due to underemployment or legal status; the project originally targeted Medicaid recipients. In addition, the project had difficulties because the original counselors were neither Spanish-speaking nor Hispanic.

GCI revised the project in 1984 to address these areas of concern. It developed long-range goals and secured a grant which enabled it to form a multi-agency partnership. This new partnership involved the Guadalupe Center, Inc. the Richard Cabot Clinic — the only Hispanic-focused community-based health care provider in Kansas City — and St. Luke's Hospital.

The WTP program targets low-income, pregnant, Hispanic and/or Westside neighborhood 13-to-19-year-old girls. The number of participants in the program varies anywhere from 20 to 40 young women. In general, 85% of the participants are Hispanic with an average age of 17 years. Nearly two-thirds of participants enter the program during the second trimester of pregnancy and more than one-third enter during the first three months of pregnancy. Half the participants live at home with one or both parents; fewer than one in five is married; and the remainder live either with a male partner, with relatives, or alone. Approximately 15% are high school graduates, 38% are still in school, and nearly half left school if not before then at the time of pregnancy or shortly thereafter. Between 20% and 30% of WTP participants are limited-English-proficient. Young fathers and the parents of pregnant/parenting teens are often invited to participate in the program, but no formal program component addresses their needs or potential roles.

Program Goals and Objectives

WTP seeks to assure the delivery of healthy babies, to reduce the likelihood of future unplanned pregnancies, and to foster economic self-sufficiency of adolescent parents.

The overarching goals of the program are to provide culturally-appropriate and comprehensive medical and social services to pregnant Hispanic teenagers and to provide ongoing prenatal and parenting education classes. The program seeks to assure the delivery of healthy babies, to reduce the likelihood of future unplanned pregnancies, and to foster economic self-sufficiency of adolescent parents.

Specific program objectives fall into two broad categories:

Health

- To ensure that at least 90% of pregnant WTP participants receive adequate prenatal care (nine visits or more beginning in the first trimester for a 36-week pregnancy);
- To ensure that no more than 9% of WTP participants will deliver low-birthweight babies (weighing less than 5 pounds, 8 ounces); and
- To ensure that no more than 10% of babies born will have complications requiring intensive care or resulting in neonatal mortality (death in the first 28 days of life).

Basic and Parental Education/Employment

- To ensure that at least 75% of WTP participants will have attended scheduled prenatal education classes and 75% will have attended scheduled parenting classes;
- To ensure that at least 50% of WTP teen mothers will be in school, high school graduates, or have received GEDs;
- To ensure that at least 35% will be enrolled in or have completed the Center's school-to-work program;
- To ensure that at least 70% will be able to support their children or expect to have such capacity in the future.

Program Components

The ***Westside Teen Pregnancy Program*** has four distinct components: Prenatal Health Care, Prenatal and Parenting Education, Social Service, and Follow-Up. WTP components are designed to provide a comprehensive approach to service delivery for pregnant and parenting Hispanic adolescents. Upon entering the program, prospective clients are asked for detailed information to better address their needs. Some of the sample forms used to collect this information are presented in **FIGURES 9** to **12**.

WESTSIDE TEENAGE PREGNANCY PROGRAM

SOCIAL HISTORY

Client_____ date_____

The following information is asked in the best interest of you and your baby and will be used to help us better serve you. All information given will be kept confidential.

What kinds of things did you like to do as a child?

Were you close to your parents? Are you now?

Are you close to any of your brother or sisters?

If you are presently in school, do you plan to stay there or to transfer?

What kinds of jobs have you had?

What kind of work would you like to do after school?

What are your plans for the future?

How would you like this program to assist you with those plans?

What is your religious preference?

Do you consider yourself active in your faith?

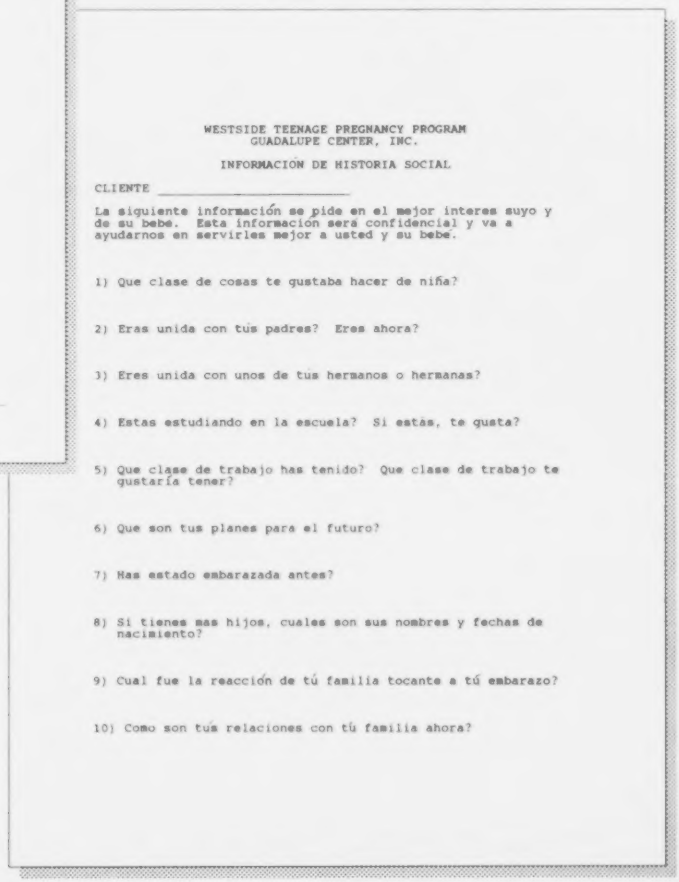
What was the reaction of your family to your pregnancy?

How is your relationship with your family now?

Guadalupe Center Inc

FIGURE 9.

This is the English version of the Social History *form used by GCI to collect backgroung information on each* **Westside Teenage Pregnancy Program** *participant.*



WESTSIDE TEENAGE PREGNANCY PROGRAM
GUADALUPE CENTER, INC.

INFORMACIÓN DE HISTORIA SOCIAL

CLIENTE _____

La siguiente información se pide en el mejor interes suyo y de su bebe. Esta información será confidencial y va a ayudarnos en servirles mejor a usted y su bebe.

1) Que clase de cosas te gustaba hacer de niña?

2) Eras unida con tús padres? Eres ahora?

3) Eres unida con unos de tús hermanos o hermanas?

4) Estas estudiando en la escuela? Si estás, te gusta?

5) Que clase de trabajo has tenido? Que clase de trabajo te gustaría tener?

6) Que son tus planes para el futuro?

7) Has estado embarazada antes?

8) Si tienes mas hijos, cuales son sus nombres y fechas de nacimiento?

9) Cual fue la reacción de tú familia tocante a tú embarazo?

10) Como son tús relaciones con tú familia ahora?

FIGURE 10.

This is the Spanish version of the Social History *form used by GCI to collect backgroung information on each* **Westside Teenage Pregnancy Program** *participant.*

BEST COPY AVAILABLE

WESTSIDE TEENAGE PREGNANCY PROGRAM

CLIENT INFORMATION FORM

INTAKE INTERVIEW ___/___/___ QUARTERLY UPDATE ___/___/___ STATUS CHANGE ___/___/___

Client.....Program ID No.....
Social Security Number.....Birthdate...../...../.....
Address.....Zip.....Tel.....
Number of Children.....Ages.....
Ethnic Origin:
...American Indian ...Hispanic-Cuban ...White (not Hispanic)
...Asian ...Hispanic-Mexican ...Other (specify).....
...Black (not Hispanic) ...Hispanic-Puerto Rican
...Hispanic-Central/South American ...Hispanic- Other (specify).....
Residency Status.....
Referral source ...Richard Cabot Clinic ...GCI program ...Other (specify).....
Emergency Contact.....Tel.....Relationship.....

PREGNANCY INFORMATION:
Where was pregnancy verified?.....
Due Date...../...../..... First pregnancy?..... Planned?.....
Name of health care provider for pregnancy?.....
Do you have insurance coverage for this pregnancy?.....(specify).....
What living arrangements do you plan for your child after delivery?
...Client ...Client and Partner ...Client and Friend
...Client's Parents ...Father ...Foster Care
...Don't know ...Adoption ...Other (specify).....
If you have thought about adoption, would a counselor be helpful?
...Yes ...No ...Not sure

HEALTH STATUS:
Do you have any illnesses? (specify).....
Do you use tobacco? (specify type and amount).....
Is there any information you think your counselors should know about past or current alcohol use? ...Yes ...No Marijauna use? ...Yes ...No Drug Use? ...Yes ...No
(specify).....
Would you like information about treatment services available?.....
Have you been tested for any sexually transmitted diseases?.....
Specify which diseases and results of tests.....
Have you been tested for HIV/AIDS?..... Results?.....

G u a d a l u p e C e n t e r I n c

Page 2 of 4

MARITAL STATUS/LIVING ARRANGEMENTS:
Never Married ...Married ...Separated ...Divorced ...Widowed
Living with ...partner ...parents ...another person
Living in: ...private home ...public housing ...homeless shelter ...emergency shelter

EDUCATIONAL STATUS:
Currently enrolled in school.....
Name of current or last school.....
Current or last grade completed.....
Type of program: ...Academic ...General ...Vocational ...Special ...Other

Would you like help to:

Return to school?	...Now	...After baby is born	...No
Get a GED?	...Now	...After baby is born	...No
Enter ESL program?	...Now	...After baby is born	...No
Apply for financial aid/ scholarship?	...Now	...After baby is born	...No
Get job training?	...Now	...After baby is born	...No

EMPLOYMENT STATUS:
...Working 20 hrs./week or more ...Unemployed; looking for work
...Working less that 20 hrs./week ...Unemployed; not looking for work
Would you like help to get a job? ...Now ...After baby is born ...No

FINANCIAL INFORMATION:
Your net monthly income:.....
Sources of your income:
...Parents ...Partner ...Job ...Public Assistance
...Other(specify).....
Public assistance or entitlements you are presently receiving:
...AFDC ...General Relief ...SSI ...Food Stamps
...Medicaid ...WIC ...Other(specify).....
Public assistance or entitlements that are pending: Date of application(s)...../...../.....
...AFDC ...General Relief ...SSI ...Food Stamps
...Medicaid ...WIC ...Other (specify).....
County.....Name of case worker.....Tel.....
Do you need help applying for assistance?.....

INFORMATION ON FATHER:
Are you able to give us information about the father? ...No
...Yes(specify):
Name.....Age.....
Address.....zip.....Tel.....
...Never Married ...Married ...Separated ...Divorced ...Widowed
Living with ...client ...partner other than client ...parents ...another person
Living in: ...private home ...public housing ...homeless shelter ...emergency shelter
Employed ...Yes ...No In School ...Yes ...No
On Public Assistance ...Yes ...No Last Grade Completed.....

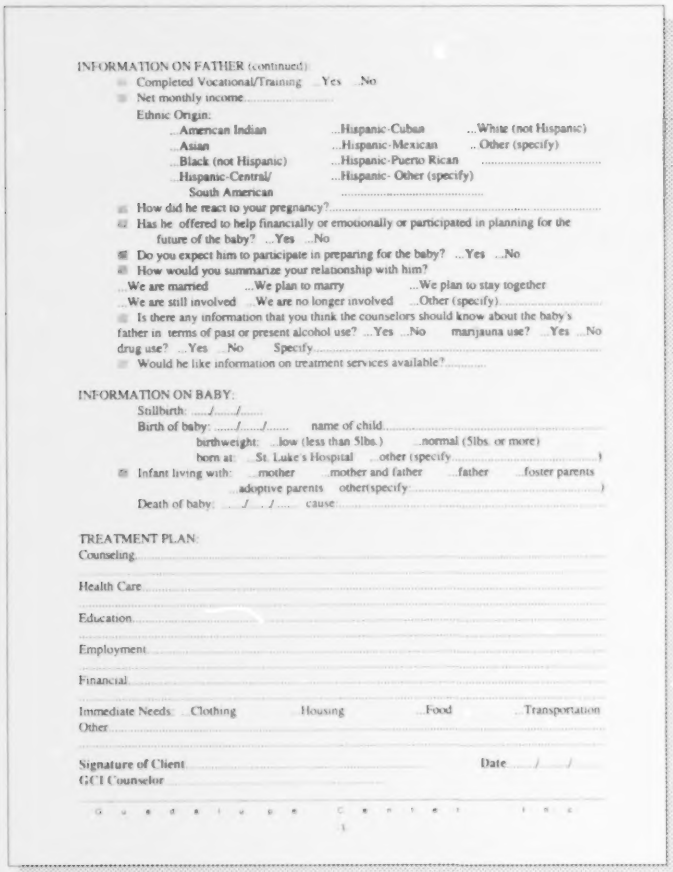
G u a d a l u p e C e n t e r I n c

2

FIGURE 11.

This is a sample of the Client Information Form *used by GCI to prepare quarterly progress-updates of each* **Westside Teenage Pregnancy Program** *participant.*

BEST COPY AVAILABLE



INFORMATION ON FATHER (continued):

- Completed Vocational/Training ...Yes ...No
- Net monthly income.....

Ethnic Origin:

...American Indian ...Hispanic-Cuban ...White (not Hispanic)
...Asian ...Hispanic-Mexican ...Other (specify)
...Black (not Hispanic) ...Hispanic-Puerto Rican .....
...Hispanic-Central/ South American ...Hispanic- Other (specify) .....

- How did he react to your pregnancy?.....
- Has he offered to help financially or emotionally or participated in planning for the future of the baby? ...Yes ...No
- Do you expect him to participate in preparing for the baby? ...Yes ...No
- How would you summarize your relationship with him?

...We are married ...We plan to marry ...We plan to stay together
...We are still involved ...We are no longer involved ...Other (specify).....

- Is there any information that you think the counselors should know about the baby's father in terms of past or present alcohol use? ...Yes ...No marijauna use? ...Yes ...No drug use? ...Yes ...No Specify.....
- Would he like information on treatment services available?.....

INFORMATION ON BABY:

Stillbirth: ...../...../.....
Birth of baby: ...../...../..... name of child.....
birthweight: ...low (less than 5lbs.) ...normal (5lbs. or more)
born at: ...St. Luke's Hospital ...other (specify.....)

- Infant living with: ...mother ...mother and father ...father ...foster parents ...adoptive parents other(specify.....)

Death of baby: ...../...../..... cause:.....

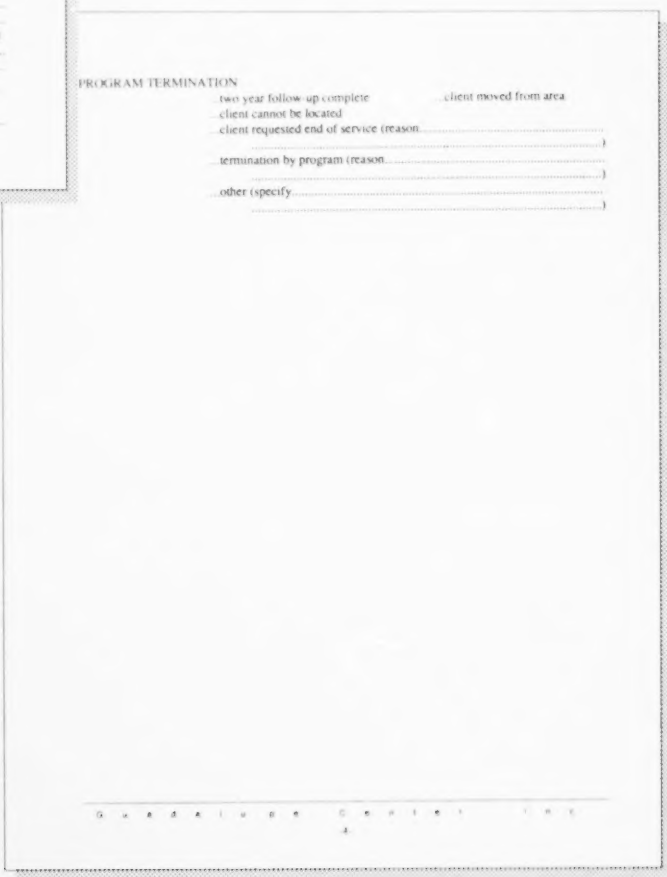
TREATMENT PLAN:

Counseling.....
Health Care.....
Education.....
Employment.....
Financial.....
Immediate Needs: ...Clothing ...Housing ...Food ...Transportation
Other.....

Signature of Client..... Date...../...../.....
GCI Counselor.....

FIGURE 11. (*continuation*)

Page 3 of 4



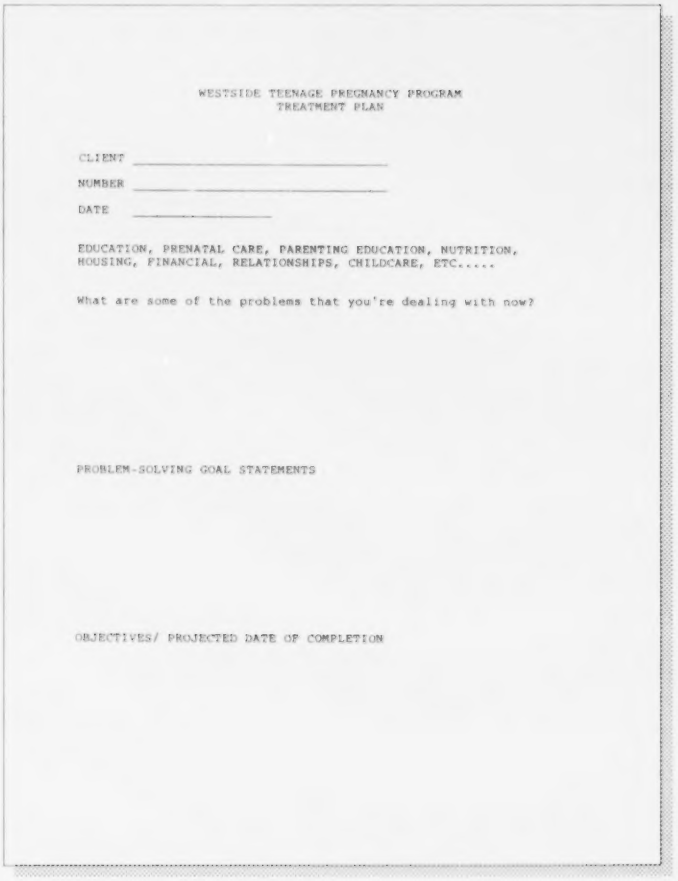
PROGRAM TERMINATION

...two year follow-up complete ...client moved from area
...client cannot be located
...client requested end of service (reason.....)
...termination by program (reason.....)
...other (specify.....)

Page 4 of 4

FIGURE 12.

This is a sample of the Treatment Plan *form used by GCI to outline individual goals of* **Westside Teenage Pregnancy Program** *participants.*



WESTSIDE TEENAGE PREGNANCY PROGRAM
TREATMENT PLAN

CLIENT _____

NUMBER _____

DATE _____

EDUCATION, PRENATAL CARE, PARENTING EDUCATION, NUTRITION, HOUSING, FINANCIAL, RELATIONSHIPS, CHILDCARE, ETC.....

What are some of the problems that you're dealing with now?

PROBLEM-SOLVING GOAL STATEMENTS

OBJECTIVES/ PROJECTED DATE OF COMPLETION

The ***Prenatal Health Care*** component includes medical and laboratory services at the nearby Richard Cabot Clinic. It is coordinated by a college-educated, bilingual, bicultural, female, nurse practitioner with a pediatric specialty. The WTP counselor provides free transportation to the clinic and monitors appointments. The number of visits to the clinic is determined on a case-by-case basis. In addition, the GCI's partnership with St. Luke's Hospital assures each participant of a limit for the cost of their delivery.

The content of the program's ***Prenatal and Parenting Education*** component is culturally-appropriate, informative, and helps participants make healthy decisions during pregnancy and during the first critical year of parenting. The classes are facilitated by a teenage pregnancy counselor, social worker, or nurse educator. Pamphlets, videos, and brochures from a variety of sources (e.g., March of Dimes) are used. **FIGURE 13**, on the next page, presents a brief overview of the six prenatal classes and the issues covered.

FIGURE 13. *The WTP's* ***Prenatal and Parenting Education*** *component provides culturally-appropriate information to the program participants through six prenatal classes.*

PRENATAL CLASS	*OVERVIEW*	*OBJECTIVE*
First Class		
Getting Off to a Good Start	Discussion of routine prenatal care and its importance, fetal growth nd development, physical and emotional change during pregnancy, and the relationship between behavior and pregnancy outcome.	Participants will be able to identify factors which affect the relationship between prenatal care and a good pregnancy outcome.
Second Class		
Nutrition and You	Importance of prenatal nutrition, especially for pregnant adolescents.	Participants will be able to identify the relationship between nutrition, weight gain and pregnancy outcome; and identify daily food requirements during pregnancy.
Third Class		
Making a Good Decision for Yourself and the Baby	Discussion of the effects of tobacco, alcohol, and illegal drug use during pregnancy.	Participants will be able to identify the three specific substance groups and their adverse effects on pregnancy outcome.
Fourth Class		
Preparing for Labor and Delivery	Discussion of labor, delivery, and the birth process to help reduce anxieties and increase confidence about childbirth.	Participants will have increased their understanding of the birth process and early signs of labor.
Fifth Class		
Preparing for Labor and Delivery (*Continuation*)	Continued discussion of the labor and delivery process to increase and reinforce knowledge.	Participants will have increased their understanding of the three stages of labor and the total birth process.
Sixth Class		
The Baby is Here, Now What?	Discussion of basic information on newborn care.	Participants will have increased knowledge of basic newborn care.

Six parenting classes provide information on family planning, attitudes toward parenting, life options (education and jobs available in the community), child development, child care and safety issues, discipline, and sexually-transmitted diseases. Instruction and curriculum materials are provided in Spanish and English. The parenting classes are informal and materials are developed and used according to the topics that each particular group is interested in discussing.

Either directly or through referrals, the ***Social Service*** component covers a wide range of needs. WTP is the only adolescent pregnancy program in Kansas City which offers job placement assistance, housing assistance, GED classes on site, transportation to and from necessary appointments, and a bilingual escort to assist clients in official meetings. WTP staff provide continuous case management, personal and family counseling, home visits, and assistance in obtaining federal entitlements such as WIC, AFDC, Food Stamps, and Medicaid. Other GCI staff provide emergency assistance (housing, food, utilities), job training and placement, child care, English-as-a-Second-Language and GED programs. Referrals are provided for adoption counseling, family planning services, and mental health services. A ***Follow-Up*** component helps participants adapt to their new roles and to overcome the economic, social, and educational barriers often associated with being a teenage parent.

Chapter 3

Developing an Adolescent Pregnancy Prevention or Parenting Program for Latino Youth

CHAPTER CONTENTS

- Four Important Factors Before Getting Started
- Characteristics of Effective Teenage Pregnancy Prevention and Parenting Programs
- Twelve Steps Toward Developing an Adolescent Pregnancy Prevention or Parenting Program

DEVELOPING AN ADOLESCENT PREGNANCY PREVENTION OR PARENTING PROGRAM FOR LATINO YOUTH

Four Important Factors Before Getting Started

As an Executive Director, staff member, Board member, or concerned community resident associated with a community-based organization, you may be looking for a way to involve your community or agency in the issue of adolescent pregnancy. Or, you may be interested in developing a comprehensive pregnancy prevention program. You may want to enhance an already-existing teen parenting or other youth development program. This guide is designed to help you and your organization become effectively and appropriately involved in developing a teen pregnancy program for Hispanic youth, based on a careful planning process that considers the young person and his/her family and community.

There are four important factors to keep in mind as you think about how best to involve your organization in teen pregnancy program efforts:

First, you must decide whether your organization will focus on teenage pregnancy prevention or teen parenting, or both.

While the steps that follow can be applied in the development of either type of program, it is important to be clear about the distinctions between prevention and parenting and the considerations that must be taken into account in developing each type of program. Ask yourself the following questions:

- Based on your formal or informal assessment of community status, what is the greatest need? Maybe a teen parenting program already exists in your area but does not specifically target Hispanic youth. Could you focus on prevention instead and encourage the other program to look more carefully at Hispanic teen parents — using the statistics you have gathered during the assessment?
- For which program are you likely to get the most support?
- What are your organization's strengths?
- Consider the desirable characteristics of each type of program. (*See next section in this chapter for characteristics of effective programs.*) Which type of program can you effectively run? For example, would it be feasible for your organization to provide child care if you begin to develop a teen parenting program?

Second, while the issue of teen pregnancy provokes a reaction from all communities — and is often associated with controversy or resistance in the Hispanic community — teen pregnancy programs for Hispanic youth should be considered part of broader agency efforts to promote the positive development of economically disadvantaged Hispanic teens.

Presented in this way, adolescent pregnancy prevention can be a direct consequence of community-based programs that focus on broadening life options for Hispanic youth. And adolescent parenting programs can be promoted as a way of enhancing parenting and employment skills to improve the life chances of the young Latino family.

Third, it is important to remember that community-based organizations that serve Hispanic youth have a significant role to play in teen pregnancy prevention and parenting efforts.

Adolescence is a difficult period for all young people; for those teenagers who — like many Hispanic youth — must also cope with poverty, conflicting cultural values, poor educational facilities, threatening environments, and limited social options, it can be a time of greater

This guide is designed to help you and your organization become effectively and appropriately involved in developing a teen pregnancy program for Hispanic youth.

Teenage pregnancy prevention and parenting programs, as part of other youth development activities that enhance educational and social skills, as well as a young person's capacity to be self-sufficient, are crucial to reducing the high rate of poverty experienced by young Hispanic families.

uncertainty and confusion. Many Hispanic adolescents lack motivation and self-confidence, do not fully understand the consequences of certain actions, and cannot see their future in a positive light. In communities where resources and opportunities are limited, community-based agencies frequently fill the gap that many of these teenagers experience by providing social and other support services. Teenage pregnancy prevention and parenting programs, as part of other youth development activities that enhance educational and social skills, as well as a young person's capacity to be self-sufficient, are crucial to reducing the high rate of poverty experienced by young Hispanic families.

Fourth, in many communities with large Hispanic populations, there are few, if any, youth-serving agencies that reach out to Hispanic adolescents.

Hispanic youth need culturally-sensitive programs and counselors who understand that, for many of these teenagers, the process of balancing often-conflicting views between their parents' world and their own can be overwhelming. Such programs are often the deciding factor in offsetting actions that can have a potentially long-term adverse impact on a Hispanic youth's life and future.

The following section provides a step-by-step approach to developing a comprehensive teenage pregnancy program for Hispanic youth. It is an important tool that your organization can use as it works to serve Hispanic youth and their families in securing a more socioeconomically stable future.

Characteristics of Effective Teenage Pregnancy Prevention and Parenting Programs

As your organization begins to plan for the development of a teenage pregnancy program, you must make the distinction between whether you will focus on pregnancy prevention, parenting, or both. The type of program your organization chooses to develop and implement must meet the needs of the community — as determined by your community assessment — while drawing upon your organization's strengths. In fact, one of the reasons why each of the programs described in Chapter 2 is effective is because each has carefully thought through what it could offer and what it had the resources to provide.

Your goal should be to help fill an existing service gap so that the Latino youth in your area will have supports and services to help them successfully go through the transition from adolescence to adulthood.

Adolescent pregnancy involves many complex issues and one organization does not have to feel that it must tackle it all. Your goal should be to help fill an existing service gap so that the Latino youth in your area will have supports and services to help them successfully go through the transition from adolescence to adulthood.

Before your organization's staff and Board go through the steps of thinking through and developing a teen pregnancy program, it should gather as much information as possible about the make-up of effective, community-based program models. Based on the programs documented in this guide and on teenage pregnancy program data, the following is a summary of key characteristics that organizations should keep in mind when developing a teenage pregnancy program for Latino youth. Programs will certainly vary by community composition and need, but all programs should be developed to ensure that youth are being served as best as possible. The characteristics presented below and the range of program components described using the models in this guide give a comprehensive view of elements to include in developing effective teenage pregnancy and parenting programs.

Adolescent pregnancy programs, both prevention and parenting, do not differ greatly from other youth development programs. In some cases, in fact, programs that serve youth by providing educational or recreational activities help delay sexual activity by encouraging strong self-esteem, sound decision-making, respect for others, and many skills that strengthen a young person's sense of responsibility for him or herself. There are some concrete elements that can be built into general youth development programs to shift their focus to teen pregnancy prevention or to adolescent parenting. Moreover, specific qualities are important to incorporate into programs that serve Latino youth.

Below is a summary of the key characteristics of effective teenage pregnancy prevention and parenting programs. Considered in conjunction with the components that the three programs highlighted in this guide have developed, they are meant to present comprehensive models of effective teenage pregnancy prevention and parenting programs.

Characteristics of Effective Adolescent Pregnancy Programs

Pregnancy Prevention

(All Youth)

- Have clearly stated goals and objectives.
- Involve parents at the outset. Don't assume they oppose prevention; offer letters of information and encourage questions.
- Have flexible hours; be open year-round.
- Serve the broad needs of the individual in a comprehensive approach.
- Attract a wide age group.
- Have specific strategies for young men.
- Offer continuity and not require youths to stop at a certain age or after a certain time period.
- Offer age-appropriate sexuality education and counseling.
- Offer — or have direct link to — general health services, including mental health and reproductive services.
- Provide contact with adults who can serve as role models.
- Have the capacity to do outreach and case management.
- Refer to other providers and have the clout to broker for services.
- Secure funding from a variety of sources. Programs that are broad in scope and involve participation from many groups (like substance abuse prevention, recreation, and dropout prevention) are successful because adolescent pregnancy is a complicated issue and involves many factors.
- Have a strong evaluation component. Think in advance how you will measure whether you are reaching your goals, who will be in charge of daily or weekly monitoring, and who will be able to conduct a fair assessment.

Latino Pregnancy Prevention

- In addition to the characteristics listed for teen pregnancy prevention for all youth, the following should be incorporated into pregnancy prevention programs targeted to Latino youth:
- Have culturally-sensitive, non-judgmental staff. Staff are arguably the most important ingredient in any successful youth-serving program. They help set the tone for the program and communicate the actual mission of the program directly to the youth.
- Be sensitive and responsive to Latino subgroup differences.
- Work with Latino parents and families using a family-life education approach. (*See* CHAPTER 5: ORGANIZATIONAL AND PRINTED RESOURCES.)
- Recognize and sensitively respond to cultural values regarding gender roles.
- Have specific strategies for targeting young men and have at least one male counselor.

Latino Teen Parenting

- Involve family, especially in cases where the teen mothers live with their families.
- Consider gender roles vis-a-vis the importance of working. Some Latina teen mothers might not immediately see the importance of becoming self-sufficient.
- Be prepared for resistance from the young woman's partner or baby's father. Conduct active outreach to involve the male partner.
- Provide, to the extent possible, comprehensive services — child care, parent education, and employment training — in one location, or refer to locations that are in close proximity to each other.
- Be responsive to Latino sub-group differences in terms of child care and parenting education.
- Emphasize education and support high aspirations since, often, Latinas see becoming a mother as the end of their formal education. Encourage it in the context of providing for the future of their children.
- Have a special component focused on young fathers ideally linked to education/employment opportunities.

Twelve Steps Toward Developing an Adolescent Pregnancy Prevention or Parenting Program for Latino Youth

STEPS IN THE PLANNING PROCESS

1. *Learn the basics about adolescent pregnancy, especially among Hispanic youth, and educate other staff, your agency, and/or your community.*
2. *Assess the needs of Hispanic youth in your community as well as available services and gaps that need to be filled.*
3. *Identify alternative roles for your organization to play and decide which one to adopt.*
4. *Build a community coalition and a plan of action that anticipate potential opposition and provide strategies for possible opposition to your program.*
5. *Develop a detailed internal plan of action for your agency.*
6. *Identify funding sources and community resources that will support adolescent pregnancy prevention and parenting efforts.*
7. *Secure key staff who have an interest in and commitment to working with Hispanic adolescents.*
8. *Establish cooperative agreements with other community agencies responsible for delivering services to youth.*
9. *Create an outreach plan to attract and retain Hispanic youth — including young Hispanic men.*
10. *Document your planning and implementation process thoroughly.*
11. *Become an advocate for Hispanic youth.*
12. *Develop an evaluation tool that will allow you to monitor and assess the program's implementation and progress.*

Step 1

Learn the basics about adolescent pregnancy, especially among Hispanic youth, and educate other staff, your agency, and/or your community.

The first step to planning and implementing a teen pregnancy or teen parenting program for Hispanic adolescents is to educate yourself and your organization. This should include Board members and the Hispanic community. Your goal in this first step is to try to collect specific data on both teen pregnancy itself and the incidence of factors related to teen pregnancy. During this process,

you will also become more familiar with the terminology and statistical references used by advocates; these will help to clarify the data you collect.

Research on the implications of teen pregnancy, childbearing, and parenthood such as abortion, adoption, marriage rates among those teens who become parents, access to and use of prenatal care, low birthweight and infant mortality, dropping out of school, and welfare dependency are useful and necessary statistical indicators to know as you begin the process of designing and implementing a teen pregnancy program. Knowledge of these data will be crucial for you to educate your staff and your community and will lay the foundation for the work to follow.

Your goal in this first step is to try to collect specific data on both teen pregnancy itself and the incidence of factors related to teen pregnancy.

For Hispanic youth, additional factors may be involved in and complicate early pregnancy and childbearing, such as language and cultural barriers; rigid gender roles and strict parents, especially for young Hispanic females; lack of access to the health care system; low parental education and literacy; and other cultural or legal issues due, in some cases, to recent immigration. Try to gain an understanding of these issues through reading reports of studies and talking to experts in the field.

In order to help you gather some of these data, you will find a selected list of national organizations and useful publications in CHAPTER 4 of this guide that can assist you in gathering information on teen pregnancy prevention and teen parenting. Additionally, do not overlook other local community-based organizations that serve Latino youth, organizations like the United Way, and civil rights and minority social services agencies. The three organizations and programs highlighted in this guide are other good sources of program data.

To help you organize and better understand the teenage pregnancy issue in your community — and educate others — you will need to gather four sets of information. Below is a summary of the four types of data to obtain as well as key questions to ask as you collect this information. (*The sample worksheets provided in the* APPENDIX *will help you in gathering some of this information.*)

Demographic Data. *Start with a solid foundation of basic demographic data to paint a clear picture of your community, city, state, or region and the people that you will be serving.*

TRY TO FIND:

- What is the total population of your city, state?
- Is your population urban, rural, or mixed?
- What are the racial and ethnic group population breakdowns? (*Hispanic subgroup breakdowns are not always easy to find but are very useful.*)
- What is the median age (the number at which half of the group falls above and half below) of each of the population subgroups in your community, city, state?
- What is the median family size of each population subgroup in your community, city, state?
- What is the educational attainment (level of school completed) of each population subgroup?
- What proportion (percentage) of each population subgroup is working in the paid labor force?

- What are the major occupations of the employed population subgroups in your community, city, state?
- What are the median earnings of each population subgroup? Also, what are the median earnings by gender (if available)?
- What is the proportion of families that are two-parent? single-parent?
- What is the median income of family households for each population group? What about by family composition (e.g., single mother, two parent)?
- What is the poverty rate of each of the population subgroups?
- What is the child poverty rate of each of the population subgroups?

Data on the Factors Associated with Teen Parenting. *Get a clearer sense of the major factors that are associated with a young person's chances of becoming a teen parent. These data should be available from your demographic profile. Some of these data may not be available specifically for Hispanics in your community, but they might be available for Hispanics in the city or the state.*

- Sexual Activity. Obviously, only those adolescents involved in sexual relationships might get pregnant.

TRY TO FIND:

- What proportion of teenagers are having sexual intercourse? (*This information is especially useful by age and by race/ethnicity, if available.*)

- Timing and Frequency of Contraceptive Use. National data show that most teenagers who are sexually active do not use birth control or protect themselves from sexually-transmitted diseases.

TRY TO FIND:

- What proportion of sexually active teenagers used contraceptives at first intercourse?
- How likely are Hispanic versus White or Black teenagers to use contraceptives?

- Poverty, Education, and Family Structure. National teenage pregnancy data show that, regardless of race or ethnicity, adolescents who are poor and have below-average basic skills are at greater risk of becoming pregnant than their non-poor, above-average basic skills counterparts. Additionally, those who grew up in single-mother families or whose mother was herself a teen parent are also more likely to become teen parents themselves.

TRY TO FIND:

- What are the poverty rates for Hispanics and for various subgroups? For families headed by teenagers or young adults? For female-headed Hispanic families?
- What are the educational levels for various subgroups? What percentage of Hispanics drop out of school?
- What proportion of all families and of young-adult families of various subgroups are female-headed?

Data on Teenage Pregnancy and Births. *Collect specific quantitative data on teenage pregnancy and births in your community, city, or state to understand the nature of the problems. The following questions, adapted from CDF's publications:* Teenage Pregnancy: An Advocate's Guide to the Numbers *(January/March 1988) and* CDF Adolescent Pregnancy Child Watch Manual Supplement *(1988), can help you get started. (See the "***Selected Bibliography***" section in* **Chapter 4** *for more information.)*

TRY TO FIND:

- What proportion of teenagers get pregnant each year in your city, state?
- What proportion of teenagers have babies each year in your city, state?
- What proportion of *unmarried* teenagers have babies each year in your city, state?
- What proportion of all births are to unmarried adolescents?
- What proportion of teen births are to unmarried teenagers?
- What proportion of all out-of-wedlock births are to teenagers?

Data on the Implications of Teen Pregnancy. *Gather research and/or analytical data on the implications of teen pregnancy, childbearing, and parenthood (by race, ethnicity and age, if possible). The following information has also been adapted from the two CDF publications cited above. (See the "***Selected Bibliography***" in* **Chapter 4** *for more information.)*

TRY TO FIND:

- What proportion of pregnant teenagers received prenatal care?
- What proportion of pregnant teenagers had low birthweight babies?
- What is the educational attainment of teen mothers?
- What proportion of teen mothers dropped out of school after giving birth?
- What proportion of teen parents are working?
- What proportion of teen families receive Aid to Families With Dependent Children (AFDC)?
- What proportion of teen families live below the poverty level?

Step 2

Assess the needs of Hispanic youth in your community as well as available services and gaps that need to be filled.

Because of the complexities and realities of different communities, agencies — and community residents — may not always be aware of the local services that are offered to youth. As you begin to conduct a community assessment of the needs of Hispanic youth, consider the demographics of your community, what pregnancy prevention activities may be offered, what support systems exist for pregnant adolescents, and what services are offered to teenage parents and their babies. Find out whether the schools, service providers or other local programs conduct outreach specifically to Hispanic adolescents. Think holistically of the educational, health, vocational, recreational, and social development needs of the Hispanic youth you hope to serve. Talk to Hispanic adolescents in your community — and their families — to get a clear

sense of their unmet needs and design your program so that you do not duplicate already-existing efforts. Your goal should be to strengthen or enhance existing services for Hispanic youth so that they will view your agency as a place that responds to their needs; therefore, you need a full understanding of existing services and service gaps.

Your goal should be to strengthen or enhance existing services for Hispanic youth; therefore, a full understanding of existing services and service gaps is important.

Identify a check-off list of services that Latino youth in your community need. You can then begin to verify who in your community provides these services and easily tell where the gaps are. To help you get started, on the next page, is a list of services that Latino youth need. You can add more specific items to this list based on your community assessment and then determine what service gaps need to be filled. These general questions can be used to complement the worksheets in the APPENDIX of this guide. The list is partially adapted from "Youth-Serving Organizations Have Much of What Youth Need," by Karen Pittman and Ray O'Brien, in *Youth Policy*, November/December 1989, Vol. 11, No. 9.

The information obtained at this step will prove invaluable as you determine what role your agency will play and as you decide what type of program will respond most effectively to your community's needs. For example, in South Phoenix, where Chicanos Por La Causa, Inc. is located, agency staff and members of the Board recognized that no educational or employment training services were offered to pregnant and parenting Hispanic adolescents at the community level. As part of a national adolescent pregnancy demonstration project, Chicanos Por La Causa, Inc. obtained funds and technical assistance to develop a program that would meet the education and job training needs of young Hispanic mothers. The program also offers family planning education within its educational component in order to encourage young Hispanic women to delay a repeat pregnancy.

In a similar way, Kansas City's Guadalupe Center, Inc. became aware of a growing incidence of early pregnancy among Hispanic youth. In addition to language barriers and geographic isolation, Hispanic pregnant teenagers were facing problems with the existing mainstream social and medical services. The Guadalupe Center, Inc. formed a partnership with another local organization with credibility in the Hispanic community — the Richard Cabot Clinic — to provide comprehensive services for its pregnant and parenting adolescents.

At Centro de la Comunidad Unida/United Community Center, Inc., ***Decisions for Youth***, the teen pregnancy and substance abuse prevention program, is one of many programs that this multi-service youth development organization offers. Part of UCC's success is due to its responsiveness to the young Hispanic residents that the agency serves. Through its contact with youth and in its periodic assessment of the community, UCC staff realized that Hispanic youth in Milwaukee lacked a center where recreational activities could be enhanced by education and other supplemental supports. While UCC initially focused on recreational activities, the high teen pregnancy rate in Milwaukee and the need for sexuality education among Hispanic youth led UCC to start ***Decisions for Youth*** in 1981. At that time, local schools were not able to provide information on these controversial issues, so teachers, counselors, and school nurses were open to having UCC fill that service gap.

Areas in which Latino Adolescents Need Services

Academic Education. Opportunities and access to high quality bilingual, multicultural education, through the public schools and through alternative educational settings.

- Besides the local public schools, are any community groups providing academic educational services, either alternatively or supplementally, to Latino youth (including tutoring, English-as-a-Second Language (ESL) and college/career counseling)?
- Are alternative education or employment services available to Latino youth who drop out of school?
- Do established educational institutions in your community encourage pregnant teenagers to stay in school? Are there special programs for teen parents?

Health. Information about, and access and transportation to, a range of physical and mental health services.

- Are there community health centers, especially for low-income youth and those without health insurance?
- Are a range of health services offered to adolescents in a confidential, non-judgmental way (especially mental health, counseling, and reproductive services)?
- Are there community-based models to supplement basic school education related to substance abuse, STDs, and teen pregnancy?
- Where can pregnant, low-income teenagers go for medical and social services?

Work. Exposure to and opportunities for a variety of work experiences and career planning.

- Are there sufficient employment and volunteer opportunities for Latino youth to become involved in?
- Are there opportunities for Latino adolescents to be exposed to role models and to spend time with caring, positive adults?
- Do education and employment training opportunities exist for Latino youth who have not completed high school or who have children to support?

Recreation. Opportunities for social development and fun in a manner that promotes self-esteem and positive group interaction.

- Are there safe, supportive environments in your community for Latino young people to play sports, dance, or become involved in community activities?
- Are after-school facilities available for recreational purposes?

Family Supports. Services to strengthen families and provide support for Latino adolescents in troubled families.

- Do community-based programs exist that offer social services to Latino families or special programs that strengthen communication and connections between Latino parents and their children?
- Are there any specific services focused on sexuality education for Latino parents and children?
- Is a system in place in the community to help families in crisis and to provide caring, non-judgmental support to Latino adolescents who may need someone to listen to them and help them with decision-making?
- Are specific services offered to teen parents or young families?

NOTE: *Remember to find out if these services are offered by bilingual staff and if there are any services targeted specifically to Latino youth and their families.*

Step 3

Identify alternative roles for your organization to play and decide which one to adopt.

As your agency defines its focus, be sure to consider the needs of young men. This is a crucial part of the problem that most teen pregnancy efforts overlook.

The issue of adolescent pregnancy is a complex one and can be approached from many angles. Consider carefully what your agency can do and what its focus will be. In particular, define whether you will concentrate on primary pregnancy prevention or providing parenting, educational, and vocational training skills for Hispanic teen parents. These are two very different issues that require distinct responses. It may be that both needs are going unmet in your community, but you may need to focus on building and strengthening one program rather than trying to develop and implement a program that can respond to both issues. This is where your community assessment will be useful. In addition, discussing the potential focus — and the rationale — with your Board of Directors, or a Board committee, is important.

As previously outlined, there are a range of issues to consider as your organization examines the scope of the teen pregnancy issue. As your agency defines its focus, be sure to consider the needs of young men. This is a crucial part of the problem that most teen pregnancy efforts overlook. If your organization chooses to stress parenting skills and job training for teen parents, consider how it will conduct outreach so that both young mothers and fathers will be encouraged to participate. If, on the other hand, the focus is on primary pregnancy prevention, be certain to consider how the needs of young Hispanic men will differ from those of young Hispanic women and whether your educational and other services will be delivered to single-sex or mixed groups.

In determining your program focus, you should also consider your organization's strengths, in terms of personnel, material resources, and community credibility. For example, if your staff is already engaged in preventive programs (e.g., substance abuse), your organization may have the credibility to start addressing teen pregnancy prevention. This internal assessment will help your organization to focus on the ways in which it can make the greatest impact in helping Hispanic youth delay parenthood — or prevent a second or repeat pregnancy — and enhance their employment and educational opportunities.

At UCC, the staff is aware that there is a need for programs for pregnant and parenting teens to delay repeat pregnancies. However, the focus has been narrowed to reaching young male and female students with primary prevention and alcohol and drug abuse education, an aim that fits well with UCC's other programs on recreation and leadership development activities. By contrast, the ***Via de Amistad*** program at CPLC was designed to respond to the immediate education, employment, and parenting needs of adolescent parents. Within the framework of the program, staff also offer sexuality and family planning education as secondary pregnancy prevention.

Step 4

Build a community coalition and a plan of action that provide strategies for potential opposition to your program.

At this point, you should have a clear sense of how urgent the problem is and of what services are being offered to Hispanic youth in your community in the area of teen pregnancy prevention

and parenting. During your community assessment process, you should also have established some contacts with the agencies providing those services. Now is the time to convene a meeting of interested community groups, individuals, and parents to determine how you can all work together. This meeting should include a discussion of the complexities of tackling the issue of teen pregnancy and of the reactions that may occur from the community. This action plan should be developed by key staff in your organization including, ideally, an administrator or Board member and refined by the groups with whom you expect to collaborate. Follow up your meeting with a letter to ensure that everyone has the same understanding of the plan of action you intend to follow.

Again, you must think clearly about what service your program intends to provide and with what groups you will most naturally connect. You must be creative in your approaches; the key is to build a comprehensive teen pregnancy prevention or parenting program that promotes positive youth development. At UCC, for example, the initial meeting with Planned Parenthood representatives raised concerns in the local community. In response, the staff devised a way in which they would provide prevention specialists from UCC and a curriculum for the schools stressing abstinence; if necessary, they would refer individual cases to Planned Parenthood.

The most important thing to keep in mind is to avoid organizational isolation; one agency alone cannot solve the teen pregnancy problem among Hispanic youth, but many agencies, concerned individuals, and parents working in collaboration and support of each other's efforts will have an impact.

The most important thing to keep in mind is to avoid organizational isolation; one agency alone cannot solve the teen pregnancy problem among Hispanic youth, but many agencies, concerned individuals, and parents working in collaboration and support of each other's efforts will have an impact. This is especially true in the teen pregnancy prevention field because there is a great need for a variety of services. In addition, possible opposition from parents, the community, or churches is often magnified in the Hispanic community. Among many Hispanic families, topics related to sexuality and adolescents are taboo, but programs that stress a holistic approach, encompassing health, decision making, education, and emotions, tend to be more easily accepted by communities that might otherwise resist them. The essential factor is to anticipate ahead of time political or other opposition and to figure out ways, especially in community coalitions, to get around such obstacles to serving Hispanic youth at great risk of starting a young family.

Step 5

Develop a detailed internal plan of action for your agency.

When your organization has decided on what type of program(s) it will offer (i.e., prevention or parenting or a combination), on the specific components and services it will provide, and on what community relationships it can establish, it will have to develop an internal, detailed plan of action. This plan should be as specific as possible.

As you develop the action plan, think of natural connections to existing programs or services in your agency, such as tutoring, health services, recreation, drug and gang prevention, and social services for young mothers. This may also help as you piece together different funding sources; by designing a more comprehensive program, or one that complements existing services, you may be able to expand one program with existing funds and build a more stable base for a new component in teen pregnancy prevention.

As an example, ***Via de Amistad*** underwent a second, more elaborate planning process three years into the operation of its program. Staff relied on many different sources as they reconsidered the implementation of their comprehensive program for pregnant and parenting youth. The process included interviews with the Board of Directors, government and business leaders in Phoenix, and input from the State of Arizona's Department of Economic Security. One result of more detailed planning is that the ***Via de Amistad*** program has been able to link Foster Grandmothers to provide babysitting services for the program participants' children. These types of partnerships and relationships also ensure the support of the community.

An Interval Plan of Action for Your Program

The following 10 points are important to be included in your action plan.

- The group(s) that your program plans to target (e.g., sixth grade boys and girls in two neighborhood schools; pregnant women and their partners under 20; single mothers between the ages of 14 and 19; sisters of teen mothers who have never been pregnant, etc.), with eligibility requirements for each group.
- Specific goals which your program would like to accomplish, over the first year of operation and over three to five years, and how you expect to achieve them (a "strategic plan").
- The program's "process" objectives, that is, what your program wants to provide (e.g., 20 teen parenting classes); "outcome" objectives, the desired effects that the program will have in the relative short term (e.g., "increase Hispanic youths' knowledge of five negative consequences of early parenthood"); and "impact" objectives, the long-term changes that the program expects to have on the target population (e.g., "reduce the Hispanic teenage pregnancy rate in our target area by 20%"). Try to state objectives in measurable terms to facilitate program evaluation and focus.
- A detailed outreach plan for your target group(s).
- The specific activities which will be offered to the youth.
- The tasks and activities which must be undertaken to achieve the objectives and the person(s) responsible for executing the different program components and for overseeing the program.
- The skills needed by staff to implement the program or outlines of job descriptions.
- A detailed budget for the project as a whole as well as for each component, and the sources or projected sources of revenue.
- A plan to document your process and to assist in evaluating your progress.
- A proposal and timeline for executing the program.

Step 6

Identify funding sources and community resources that will support adolescent pregnancy prevention and parenting efforts.

Once you understand the complexities of adolescent pregnancy, have a better sense of the specifics of the issue in your community, and know what role your agency would like to play, the next step will be to research the availability of funding. Identify local foundations, businesses, and state and local government programs that may provide funds or other services to support your efforts (e.g., materials, printing of brochures, job placement, mentoring programs). Do not limit yourself to local or state sources; many federal agencies or national foundations support local teen pregnancy programs. Learn their requirements and deadlines and obtain the names of key contacts

within those organizations interested in youth development, teen pregnancy prevention, and the Hispanic community. It is important to have a sense of both needs and resources before you launch an aggressive plan of action for your agency and community.

There are other arenas that should not be overlooked as you prepare a funding strategy for your program. For instance, consider the local media as a resource to raise public and funder awareness about the problem of early childbearing among Hispanic youth. Another resource should be your Board of Directors, some of whose members may be able to provide in-kind resources or services to assist the program's development. The organizational resources in CHAPTER 4 may also provide information on funding sources.

While researching the availability of funding, do not limit yourself to local or state sources. Many federal agencies or national foundations support local teen pregnancy programs.

The GCI ***Westside Teenage Pregnancy Program*** staff was resourceful in seeking and obtaining funding for their program. The staff did their funding research and secured a "hodgepodge" of local funding from the United Way and March of Dimes, as well as free technical assistance from a local adolescent-focused service-delivery group.

At Chicanos Por La Causa, Inc., a Board member has proven to be a crucial resource to the ongoing development, expansion, and success of the ***Via de Amistad*** program. This Board member has informally "adopted" the program. She often visits the program, speaks directly to staff, and has both supported the maintenance of the program and stressed its importance to other Board members during financially difficult times.

STEP 7

SECURE KEY STAFF WHO HAVE AN INTEREST IN AND COMMITMENT TO WORKING WITH HISPANIC ADOLESCENTS.

The quality and commitment of staff may be the most important element of a teen pregnancy or parenting program. Working with young people requires many skills, some that are intrinsic and some which can be strengthened through training and collaborative opportunities for staff. The crucial factor is dedicated staff that have an interest in helping Hispanic youth develop. In Kansas City, the GCI ***Westside Teenage Pregnancy Program*** staff strongly recommended that program staff live in or be intimately connected with the neighborhood they are serving so that local youth know that staff are accessible.

In the three agencies that were visited for the purposes of preparing this guide, every Executive Director and most young people interviewed noted that the organization's staff were an essential component in the agency's credibility and success with the community. This is particularly true in the Hispanic community, where sustained, intensive outreach to families is often a very important part of working with Hispanic youth. Additionally, staff should be sensitive to the nuances within each Hispanic subgroup and to the community(ies) that the agency serves, whether they comprise recent immigrants or third-generation Hispanics. Staff can make a key difference in interactions with parents and in conducting personal outreach to youth.

In preparing this guide, every Executive Director and most young people interviewed noted that the organization's staff were an essential component in the agency's credibility and success with the community.

Another consideration is the importance of staff input, particularly if your organization is limited in human resources. At UCC, this takes the form of versatility. Staff functions for the ***Decisions for Youth*** program are interchangeable; staff can and do perform various parts of the total program, which keeps them interested and involved. They are also free to suggest and

develop new initiatives if they see a need. Similarly, at GCI ***Westside Teenage Pregnancy Program***, staff praised the sense of flexibility promoted by the Executive Director, who only demands that the idea "be for the good of the community and based in the community." Finally, a sense of cooperation among staff is also crucial; at CPLC ***Via de Amistad***, staff meet weekly to consult on the progress of their participants and to promote a supportive team approach to serving the youth in the community.

Step 8

Establish cooperative agreements with other community agencies responsible for delivering services to youth.

An important factor to remember is that most successful programs for youth are comprehensive in scope. Young people respond best to programs that do not compartmentalize their needs — and Hispanic youth and parents feel more comfortable in community agencies that reach out to their families as a whole. This is one of the strengths of both Chicanos Por La Causa, Inc. and the Guadalupe Center, Inc. both of which have programs spanning and addressing the needs of community members, both young and old.

The goal is to create a supportive network, within a manageable and accessible location, that offers a range of services to young Latinos.

Now is the time to activate the coalition that you spent time developing. Reconvene the groups that deliver services to Hispanic youth or who are interested in supporting your organization's efforts. Establish processes for making referrals or for providing services in tandem with other groups. Your goal should be to create a supportive network, within a manageable and accessible location, that offers a range of services to young Latinos.

Try to work with the different institutions with which the youth in your community come into contact: schools — especially teachers, counselors, and principals — plus health providers, employment training organizations, and other youth-serving agencies (e.g., recreation, juvenile offenders' programs). Concentrate especially on those organizations located near your agency to facilitate Hispanic teenagers' participation in activities offered. Be persistent in seeking those collaborations, since making contacts is time-consuming and requires work, and groups may find themselves isolated from other groups engaged in similar efforts because of daily demands. Use the information you obtained from your community assessment — and your coalition work — to structure your program so that it complements the activities of other groups. Contact key individuals at other agencies in writing to explain your program goals and scope, and then follow up your letters of invitation with phone calls or personal visits. Think carefully about the partners with whom you hope to collaborate and about how each will supplement your efforts in providing a teen pregnancy prevention or teen parenting program to Hispanic youth in your community.

The GCI ***Westside Teenage Pregnancy Program*** (WTP) has been especially creative in its collaborative approaches. WTP delivers its services through a multi-agency partnership which ensures that comprehensive services are delivered in coordinated ways, expands the reach of the program without depleting its bank account, and minimizes turf battles. WTP has an agreement with the Richard Cabot Clinic, a community-based health clinic, to provide prenatal, postpartum, and well-baby care for participants. Richard Cabot receives prenatal and delivery services for participants from St. Luke's Hospital. In addition, parenting education is offered through the

Missouri Parents as First Teachers program. Other partnerships include a local insurance company which provides infant car seats and other supplies, the Kansas City March of Dimes which assisted with the development of the English/Spanish prenatal education curriculum, Catholic Charities which accepts referrals for adoption counseling, Planned Parenthood for family planning services, Mattie Rhodes Clinic for mental health services, and Adolescent Resources Corporation for some school-based health services. Staff have also obtained corporate donations for the program in the form of paper products, food, and diapers.

In Milwaukee, UCC initiated a partnership with the local public schools. The educational curriculum developed by UCC is taught by prevention specialists in the schools. The key to this collaboration, according to UCC and school staff, is that the program has a prepared and recognized sexuality and drug abuse prevention curriculum, which is presented to both teachers and parents to ease potential concerns.

Step 9

Create an outreach plan to attract and retain Hispanic youth — especially young Hispanic men.

This may seem like an obvious step in the planning process but it is important to stress. Using the information that you have obtained from your community assessment and from your research on teen pregnancy among Hispanic youth, think of creative ways to attract young people to your program. Rely on community youth to take part in this stage of the planning process; not only will they have ideas, but they will also feel more invested in the program.

Your program should pay particular attention to the needs of Hispanic young males, who often get overlooked in teen pregnancy prevention and parenting activities, and who are a critical part of the teen pregnancy "problem." Again, consider links with other services or programs, especially job development and recreational activities. At ***Via de Amistad***, a 20-year-old father spoke of the need for male counselors so that he could have "someone to relate to." Similarly, some of the young mothers to whom we spoke stressed that their partners would be willing to participate in parenting classes if they could also obtain job training.

Your program should pay particular attention to the needs of Hispanic young males, who often get overlooked in teen pregnancy prevention and parenting activities; consider links with other services or programs, especially job development and recreational activities.

In the ***Decisions for Youth*** program, a male-only, sexuality-specific component was initially attempted with little success. However, when this information was offered with job readiness training and job placement, the component was filled to capacity. Be creative in your approaches; information obtained from the Children's Defense Fund on other teenage pregnancy programs describes, among others, a New York City-based clinic that attracts young males by videotaping them playing basketball and playing the tape during clinic hours. (*See* **Chapter 4** *of the guide for a selected number of references and materials that have been developed specifically to involve young men and young fathers in teenage pregnancy prevention and parenting activities.*)

STEP 10

DOCUMENT YOUR PLANNING AND IMPLEMENTATION PROCESS THOROUGHLY.

One of the most important things an agency can do as it creates a new program, especially in teen pregnancy prevention and youth services, is to document its efforts. Documentation serves four major functions. First, it helps you to gauge your own progress and determine, as you review a program's development, what was particularly successful and what needs to be improved. It is also a valuable tool in the design of other programs or in the expansion of an existing program. Documentation is indispensable when replicating a program's success. Finally, documentation is important to substantiate your organization's work to funders.

Why Document Your Program?

- To determine what works in your program.
- To design new programs or modify existing efforts.
- To replicate the program's success.
- To substantiate your work to funders.

Documentation efforts should include information appropriate to the program's activities. Common types of information to be collected include the following:

- Detailed notes from planning meetings;
- Written explanations regarding major decisions, such as choosing to focus on teen parenting rather than primary prevention;
- Research you used to develop your program;
- A list of program objectives;
- Copies of timelines and schedules;
- Copies of job descriptions for program staff;
- Materials for staff training (guides, manuals, etc.);
- Copies of cooperative agreements with other agencies;
- Recordkeeping forms that were designed for the program and instructions for their use;
- Forms for enrolling new participants or for assessing client progress; and
- Any systems or procedures developed for carrying out evaluation.

One of the strengths of the three programs we visited is that each has developed standard materials for the program. For example, copies of intake forms, participant agreements, and program curriculum clearly outline the purpose, scope, and focus of each program — information which is useful to both program participants and staff. (*See* CHAPTER 2 *of this guide for some specific examples of forms that each of the three organizations developed, which can be adapted to meet the needs of your agency and community.*)

Step 11

Become an advocate for Hispanic youth.

Community-based organizations can play a valuable role in efforts to raise awareness about the needs of young Hispanics and to call attention to the critical impact of early pregnancy and parenthood on Hispanic youth. A sensitive and effective agency can serve and support Hispanic teens, act as a bridge between confused Hispanic youth and their concerned parents, and educate the larger community about the serious challenges that young Hispanics face during adolescence.

Internally, your organization will need to ensure that Hispanic youth have their needs met and that the program focus is kept on youth, rather than on organizational concerns. Externally, you may need to constantly remind the community, the media, funders, and local officials of the problems caused by neglecting young Hispanics. You can use the information that you've gathered in your community assessment on demographics and on the impact of the local teen pregnancy problem to highlight your cause and call attention to your program. You should also focus on positive publicity and on underscoring the accomplishments of your program, its staff, and, of course, the Latino youth who participate. Your involvement in this effort will respond to Hispanic youths' needs and strengthen your community in the long run by providing support and guidance to an often-neglected population.

Community-based organizations can play a valuable role in efforts to raise awareness about the needs of young Hispanics and to call attention to the critical impact of early pregnancy and parenthood on Hispanic youth.

At GCI, staff from the diversion/crime prevention program work in conjunction with education and ***Westside Teenage Pregnancy Program*** staff to develop and secure adequate juvenile justice, education, and social services for Kansas City's Hispanic youth. Similarly, CPLC program staff from the education and vocational training components meet regularly to monitor the progress of ***Via de Amistad*** participants. A juvenile offenders' program is housed in the same facility to encourage those youth who are also teen parents to participate in education or vocational training programs.

Step 12

Develop an evaluation tool that will allow you to monitor and assess the program's implementation and progress.

While evaluation efforts can frequently get pushed aside as you respond to daily demands, try to put special emphasis on this process. Evaluations are essential not only to run an effective program, but also to identify and respond to problems quickly. Additionally, an evaluation of your program will enable you to substantiate your work to funders and public officials, who may want to ignore the issue of adolescent pregnancy, and generate additional funds and/or increased publicity for your successes. The results of your evaluation will also prove valuable in designing other programs or expanding existing ones.

For purposes of evaluation, use the data you compiled from your documentation and needs assessment processes. At a minimum, your evaluation should include a review of the program's:

- ***Daily Flow***, to ensure that the process of providing services to youth is running smoothly;
- ***Recordkeeping System***, which should be updated monthly or quarterly to report client levels and services provided;

- ***Program Materials***, to ensure clarity, accuracy, and cultural- and age-appropriateness; and
- ***Sexuality Education and Family Planning Information Sessions***, as well as other trainings or education sessions, to determine what participants have learned.

The CDF publication, *Evaluating Your Adolescent Pregnancy Program: How to Get Started*, is a useful tool for community-based organizations who have not been formally involved in a documentation and evaluation process before. CHAPTER 4 of this guide provides additional references for planning, documentation, and evaluation of teenage pregnancy programs. In particular, see *Adolescent Pregnancy Prevention: A Guidebook for Communities*, which has detailed sections on implementation and evaluation.

An evaluation will help you to refine, strengthen, and expand your teen pregnancy prevention and/or parenting program to better serve the needs of Latino youth in your community.

Finally, an article by Gerald Jay Stahler and Joseph P. DuCette in the May/June 1991 issue of *Family Planning Perspectives* entitled, "Evaluating Adolescent Pregnancy Programs: Rethinking Our Priorities," suggests that individual programs focus their evaluations on:

- ***Program Description***. Programs should describe as thoroughly as possible the program content, goals and objectives, and implementation; this will help to see how the actual program compares to the planned program.
- ***Client Characteristics***. Detailed information, such as that captured on intake forms, is important to compare results among different populations and to determine if certain programs work more effectively with certain client groups.
- ***Service Utilization***. This information captures the length and time of program content/intervention and what actually occurs during the program as well as the quantity of services provided.
- ***Outcome and Long-Term Follow-Up***. While it is often difficult to follow clients, this information is useful to determine if program components were effective in meeting goals and objectives. These data should include information on first or repeat pregnancies and health status of mother and child.
- ***Cost***. Documenting costs overall and per client is important for management and funding reasons and should be done at the component level, if possible.
- ***Program Penetration***. The information collected here should tell you whether your organization is reaching its target or intended population(s).

Using these data, a periodic analysis (e.g., quarterly, biannually) will help project staff and administrators assess the program's effectiveness and plan for the program's future development. Additionally, you may consider conducting a long-term assessment of the program's impact on the community.

An evaluation can contain additional components or may include organization- or program-specific reviews. Each of the three programs discussed either conducted a self-evaluation (***Decisions for Youth***) or had an independent party conduct the program evaluation (the ***Westside Teenage Pregnancy Program***, ***Via de Amistad***) based on program data obtained from participant records and staff files. Your evaluation will help you to refine, strengthen, and expand your teen pregnancy prevention and/or parenting program to better serve the needs of Latino youth in your community.

Chapter 4

Organizational and Printed Resources

CHAPTER CONTENTS

- National Organizations
- Sexuality and Family Life Education: Curricula Resources
  - K-12
  - Late Elementary/Middle School
  - High School/College
  - Parents' Resources
  - Leaders' Resources
  - Males' Resources
- A Selected Bibliography
  - General Teenage Pregnancy References
  - Children's Defense Fund Publications

National Organizations

The following is a selected list of national organizations that can provide additional information regarding adolescent pregnancy data, adolescent pregnancy prevention and parenting programs, and local and national youth policies. Organizational members of the Children's Defense Fund Adolescent Pregnancy Prevention Network have been included as additional references.

Academy for Educational Development (AED)

1255 23rd Street, N.W.
Washington, D.C. 20037
(202) 862-1900
(202) 862-1947 FAX

100 Fifth Avenue
New York, NY 10019
(212) 243-1110
(212) 627-0407 FAX

Provides funding and assistance to programs and other agencies that address educational issues. Publishes *Academy News*, a newsletter produced three times per year.

The Alan Guttmacher Institute

2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 296-4012
(202) 223-5756 FAX

111 Fifth Avenue
New York, NY 10003
(212) 254-5656
(212) 254-9891 FAX

Gathers information and influences public policies regarding the contraceptive practices and fertility of unmarried women, particularly of teenagers. Publications are available, especially *Family Planning Perspectives*, where latest data (often by Hispanic origin) are published.

American Association for Counseling and Development

5999 Stevenson Avenue
Alexandria, CA 22304
(703) 823-9800
(703) 823-0252 FAX

Deals with multiple issues including education, mental health, and family issues. Enhances development throughout the life span and promotes the counseling and human development profession.

American Association of School Administrators

1801 North Moore Street
Arlington, VA 22209
(703) 528-0700
(703) 841-1543 FAX

Seeks to ensure learning for all students through visionary and effective leadership. Issues of focus include parenting skills, early childhood education, child care, drug and alcohol abuse, AIDS, teenage pregnancy, and students at risk.

American College of Obstetricians and Gynecologists (ACOG)
409 12th Street, S.W.
Washington, D.C. 20024-2188
(202) 638-5577
(202) 484-5107 FAX

Stimulates and fosters improvements in all aspects of the health care of women within the fields of obstetrics and gynecology. Publications for both adolescents and health professionals on adolescent sexuality and pregnancy are available.

American Federation of Teachers
555 New Jersey Avenue, N.W.
Washington, D.C. 20001
(202) 879-4434
(202) 879-4502 FAX

Covers all topics that concern teachers and schools, including the restructuring of schools to improve the teaching of children, especially those who are socially or economically disadvantaged. Several affiliates are involved in adolescent pregnancy work.

American Home Economics Association
1555 King Street
Alexandria, VA 22314
(703) 706-4600
(703) 706-4663 FAX

Identifies and focuses attention on current societal concerns. Single parents, gender equity, and aging and the family are present priorities. Publishes *Adolescent Pregnancy Network Exchange*, a general information newsletter produced twice a year. Publishes Taking Charge curriculum, a family life education curriculum which focuses on the prevention of early sexual activity.

American Library Association
50 East Huron Street
Chicago, IL 60611
(312) 280-4388
(312) 440-9374 FAX

Provides information on teenage pregnancy through its Adolescent Health Committee. Publications include *Teen Pregnancy Crisis: Libraries Can Help.*

American Youth Work Center
1751 N Street, N.W.
Suite 302
Washington, D.C. 20036
(202) 785-0764
(202) 728-0657 FAX

Promotes links between social service agencies for youth in the United States and developing countries by finding a foreign counterpart agency that works cooperatively in job training, runaway or homeless youth, drug and alcohol abuse, counseling and outreach, adolescent health, residential care, juvenile justice, and foster care.

Association of Junior Leagues International, Inc.
660 First Avenue
New York, NY 10016
(212) 683-1515
(212) 481-7196 FAX

Focuses on education, child care, the prevention of teenage pregnancy, AIDS, family violence, and homelessness. Offers a curriculum and primary prevention model, the Teen Outreach Program. (*See* "**Curricula Resources**" *in this chapter for more information.*)

Big Brothers/Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
(215) 567-7000
(215) 567-0394 FAX

Provides quality volunteer and professional services for children and youth, to assist them in achieving their highest potential as they grow to become responsible women and men. Several affiliates are involved in adolescent pregnancy work at the local level.

Boys and Girls Clubs of America
771 First Avenue
New York, NY 10017
(212) 351-5910
(212) 351-5972 FAX

Focuses on health promotion, juvenile delinquency prevention, youth employment, citizenship and leadership development, drug abuse prevention, teen pregnancy prevention and education for family life.

Camp Fire Boys and Girls
4601 Madison Avenue
Kansas City, MO 64112
(816) 756-1950
(816) 756-0258 FAX

Provides programs for youth which develop self-reliance, self-esteem, and citizenship skills, and teach decision-making. Provides opportunities for youth to realize their potential and to function effectively as caring, self-directed individuals. Some local groups are involved in teen pregnancy prevention.

Centers for Disease Control (CDC)
1600 Clifton Road, N.E.
Atlanta, GA 30333
(404) 639-3311
(404) 639-3296 FAX

Records diseases and other preventable health conditions in various divisions, e.g., Reproductive Health (abortion, ectopic pregnancy, and surgical sterilization), Sexually Transmitted Diseases Control, and Chronic Diseases (birth defects).

The Center for Early Adolescence
The University of North Carolina at Chapel Hill
D-2
Carr Mill Town Center
Carrboro, NC 27510
(919) 966-1148
(919) 966-7657 FAX

Assists professionals who need information about the young adolescents they serve. Provides a variety of information including current research, model programs, human resources, and youth policy. Prepares and distributes a series of resource lists and bibliographies through the Information Services Division.

Center for Population Options
1025 Vermont Avenue, N.W.
Suite 210
Washington, D.C. 20005
(202) 347-5700
(202) 347-2263 FAX

Advocates providing adolescents the right to receive accurate information and services concerning reproductive health and family planning options. Implements programs to help teenagers obtain health care and plan their lives as parents. Researches policies and programs concerning adolescents nationwide, and produces periodicals, factsheets, and other publications related to adolescent pregnancy. Also offers bilingual curriculum through the International Fertility Division.

Charles Stewart Mott Foundation
1200 Mott Foundation Building
Flint, MI 48502-1851
(313) 238-5651
(313) 766-1753 FAX

Addresses a variety of issues related to teen pregnancy including complications of pregnancy, low birth weight babies, infant mortality, repeat births, standard health care for children, and child abuse and neglect. Funds the Children's Defense Fund's Adolescent Pregnancy Network as well as a host of Advanced Placement programs. Publications are available.

Child Welfare League of America
440 First Street, N.W.
Suite 310
Washington, D.C. 20001
(202) 638-2952
(202) 638-4004 FAX

Provides consultation, training, and conferences, conducts legislative advocacy, research, and administers special projects in adoption, foster care, pregnant and parenting teens, and family preservation. Devoted to protecting the well-being of children. Facilitates information exchange through the Adolescent Pregnancy National Network. Offers several publications on the subject of teen pregnancy.

Children's Defense Fund (CDF)
25 E Street, N.W.
Washington, D.C. 20001
(202) 628-8787
(202) 783-7324 FAX

Provides research and advocacy on education, family supports and child care, and the health and welfare of children, particularly low-income and minority children. Formulates policies related to adolescent pregnancy prevention, education, employment, legal conflicts, the welfare system, and taxes. Among the publications available are *Latino Youths at a Crossroads* and *Latino Child Poverty*. Fact sheets on Latino adolescents are also available from the Education and Adolescent Pregnancy Prevention Division.

Council of Chief State School Officers
400 North Capitol Street, N.W.
Washington, D.C. 20001-1511
(202) 393-8159
(202) 393-1228 FAX

Strives for equitable, high quality education for the nation's public school students, regardless of sex, race, national origin, or disability. Develops conferences and publications on youth issues including teen pregnancy.

Council of Great City Schools
1413 K Street, N.W.
Suite 400
Washington, D.C. 20005
(202) 371-0163
(202) 371-1365 FAX

Promotes the improvement of education in the largest urban public school districts in the U.S. through research, legislation, advocacy, and special projects.

Data Archive on Adolescent Pregnancy and Pregnancy Prevention
Sociometrics Corporation
685 High Street, No. 2E
Palo Alto, CA 94301
(415) 321-7846

Maintains a large data base system which provides information on issues in the fields of adolescent pregnancy, pregnancy prevention, and family planning. Data files, technical assistance, and training workshops are available at cost.

ETR Associates
1700 Mission Street, Suite 203
P.O. Box 8506
Santa Cruz, CA 95061-8506
(408) 438-4060
(408) 429-9822 FAX

Distributes publications, including many useful curricula, through its division, Network Publications, and provides training in family life education.

Girls Incorporated
30 East 33rd Street
New York, NY 10016
(212) 689-3700
(212) 683-1253 FAX

Develops and implements a variety of in-depth programs designed to prepare girls to live and succeed in a world conditioned by sexism and other socioeconomic barriers. The *Preventing Adolescent Pregnancy* program focuses on primary prevention of adolescent pregnancy at different educational stages and ages. (*See "***Curricula Resources***" in this chapter for more information.*)

Johns Hopkins School of Medicine
Population Dynamics Library
615 North Wolfe Street
Baltimore, MD 21205
(301) 955-3573
(301) 293-7016 FAX

Provides data on teen sexual activity, contraceptive knowledge, attitudes and practice, and clinic attendance.

Links, Inc.
1200 Massachusetts Avenue, N.W.
Washington, D.C. 20005
(202) 842-0123
(202) 289-1880 FAX

Addresses the problems of Black youth and their families. Efforts include a three-year national demonstration prevention project which aims to combat drug usage, teenage pregnancy, and sexually transmitted diseases among Black youth.

National Alliance of Black School Educators, Inc. (NABSE)
2816 Georgia Avenue, N.W.
Washington, D.C. 20001
(202) 483-1549
(202) 483-8323 FAX

Promotes and facilitates the education of all students and of Black students in particular. Publishes *NABSE Newsbriefs*, a newsletter to NABSE members providing information on successful programs and research and other ideas for educators who work with Black children.

National Association of School Nurses
P.O. Box 1300
Scarborough, ME 04074
(207) 883-2117
(207) 883-2883 FAX

Promotes the delivery of quality health programs to the school community by strengthening the professional growth of school nurses and advancing the practice of school nursing.

National Association of State Boards of Educations (NASBE)
1012 Cameron Street
Alexandria, VA 22314
(703) 684-4000
(703) 836-2313 FAX

Seeks to strengthen state leadership in educational policy making, to promote excellence in education, to advocate equality of access to educational opportunity, and to assure continued citizen support for public education.

National Center for Health Statistics (NCHS)
6525 Belcrest Road
Hyattsville, MD 20782
(301) 436-8500
(301) 436-4258 FAX

Collects and publishes national data every year on natality, mortality, marriages and divorces. Responsible for the National Survey of Family Growth.

National Coalition of Hispanic Health and Human Services Organizations (COSSMHO)
1501 16th Street, N.W.
Washington, D.C. 20036-1401
(202) 387-5000
202) 797-4353 FAX

Conducts research and advocates for Hispanic health and social service needs. Also develops and administers national demonstration projects related to Hispanic children, families and youth.

National Congress of Parents and Teachers
700 North Rush Street
Chicago, IL 60611-2571
(312) 787-0977
(312) 787-8342 FAX

Addresses a broad range of issues affecting children and their families. Administers programs that affect youth development and health including *the AIDS Education Project* and *Mirrors: A Film About Self-Esteem*. Houses a resource center with information on human sexuality and ways to discuss sex with adolescents.

National Council of La Raza (NCLR)
810 First Street, N.E.
Suite 300
Washington, D.C. 20002
(202) 289-1380
(202) 289-8173 FAX

Exists to improve life opportunities for all Americans of Hispanic descent through applied research, policy analysis, and advocacy; technical assistance and capacity-building support to Hispanic community-based organizations; special catalytic and international programs; and public information activities designed to inform Hispanic communities and the broader American public about Hispanic status, needs and concerns. Addresses Latino adolescent pregnancy and related issues through the Poverty Project. Addresses health education, AIDS and substance abuse through the Center for Health Promotion.

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 822-7727
(202) 822-7482 FAX

Addresses educational issues, as well as issues which mitigate against quality education. Publications include *How Schools Can Help Combat Pregnancy.*

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 961-2800
(301) 961-2894 FAX

Seeks to prepare young people for achievement in career training and the world of work through the acquisition of written and oral communication skills, management skills, and through the development of civic responsibility through involvement in community service activities.

National High School Athletic Coaches Association
P.O. Box 941239
Maitland, FL 32794-1329
(407) 628-8555
(407) 628-5522 FAX

Promotes high school sports, fosters amateur sports programs for boys and girls with national class skills, and promotes drug and alcohol abuse prevention among high school students. Participates as a member of the Department of Health and Human Services Secretary's Panel of Teen Pregnancy Prevention.

National Institutes of Health (NIH)
National Institute for Child Health and Human Development
Center for Population Research
Demographic and Behavioral Sciences Branch
6130 Executive Boulevard
Executive Plaza North, Room 611
Bethesda, MD 20892
(301) 496-1174
(301) 496-0962 FAX

Compiles information on teenage fertility formerly compiled by the Centers for Disease Control (CDC).

National Network of Runaway and Youth Services
1400 I Street, N.W., Suite 330
Washington, D.C. 20005
(202) 682-4114
(202) 289-1933 FAX

Works to emphasize the value of youth, empower youth, strengthen families, promote healthy alternatives for all youth, and support diversity. Has developed and adopted policy resolutions on issues related to adolescent pregnancy, including reproductive freedom and teen parenting.

National Organization on Adolescent Pregnancy and Parenting, Inc. (NOAPP)
4421A East West Highway
Bethesda, MD 20814
(301) 913-0378
(301) 913-0380 FAX

Provides advocacy services at local, state, and national levels for pregnant adolescents, school-age parents, and their children; shares information and promotes public awareness; and conducts conferences and workshops to encourage the establishment of effective programs. Publications and resources are available.

National School Boards Association
1680 Duke Street
Alexandria, VA 22304
(703) 838-6742
(703) 683-7590 FAX

Dedicated to advancing and achieving excellence in education through local control of the nation's public schools. Urges school boards to adopt education programs relating to the prevention of teen pregnancy.

National Urban League
The Equal Opportunity Building
500 East 62nd Street
New York, NY 10021
(212) 310-9214
(212) 593-8250 FAX

Administers several projects relating to adolescent pregnancy, including the *Affiliate Development of Adolescent Pregnancy/Parenting Program, Reducing the Incidence of Pregnancy Among Minority Adolescents Project,* and the *Adolescent Male Responsibility Project.*

Office of Adolescent Pregnancy Programs
Hubert H. Humphrey Building
200 Independence Avenue, S.W.
Room 736-E
Washington, D.C. 20201
(202) 245-7473
(202) 245-6498 FAX

Responds to inquiries and funds demonstration programs which deliver comprehensive services to pregnant and parenting adolescents. Publishes the *Office of Adolescent Pregnancy Information Bulletin* which is available to consumers and professionals.

Planned Parenthood Federation of America
810 7th Avenue
New York, NY 10019
(212) 541-7800
(212) 245-1845 FAX

Maintains a list of publications in family planning and sex education that are available from its national office. Local Planned Parenthood affiliates often have films, books, and pamphlets that are available for use by community educators.

Robert Wood Johnson Foundation
P.O. Box 2316
Princeton, NJ 08540
(609) 452-8701
(609) 452-1865 FAX

Evaluates and reports on a variety of public and private efforts to reduce teenage pregnancy and related health and social problems. Major funder of health-related projects.

Sex Information and Education Council of the US (SIECUS)
130 W. 42nd Street, Suite 2500
New York, NY 10036
(212) 819-9770
(212) 675-1783 FAX

Maintains an extensive library on human sexuality and sex education, publishes a monthly newsletter that includes reviews of new materials, and produces bibliographies on specific topics.

Share Resource Center on Teen Pregnancy Prevention
P.O. Box 2309
Rockville, MD 20852
(800) 537-3788

Collects and disseminates information on all aspects of operating successful teen pregnancy prevention initiatives. Maintains two data bases which contain bibliographic citations and listings of audiovisual materials.

United Church Board for Homeland Ministries
475 Riverside Drive
New York, NY 10115
(212) 870-3427
(212) 870-2106 FAX

Focuses on church development, Christian life education, housing, education, and health care. Encourages affiliates' advocacy efforts and legislation for the development of school-based clinics.

YMCA of the USA
101 North Wacker Drive
Chicago, IL 60606
(312) 977-0031
(312) 977-9063 FAX

Develops and administers programs that promote good health, strong families, youth leadership, and community development. Affiliate activities include workshops, teen pregnancy prevention programs for males, teen parent programs which promote positive parenting, individual counseling, and volunteer education with teen girls.

YWCA of the USA
National Board
726 Broadway
New York, NY 10003
(212) 614-2700
(212) 614-9716 FAX

Develops and administers programs to help young women increase their recognition of options in their lives, enhance communication skills, strengthen responsible decision making, and lower risk factors for pregnancy. Organized a National Adolescent Sexuality/ Pregnancy Network which offers specific programs related to decision-making, health, sexuality, and youth development at the local level.

Sexuality and Family Life Education: Curricula Resources

Most of the curricula listed below were selected from *Sexuality and Family Life Education: Curricula and Leader Resources, A SIECUS Annotated Bibliography* (Reprinted from SIECUS Report, May-July 1989). They have not all been evaluated but are included here as references and comparisons. There are no model curricula which can be recommended for every community; you are encouraged to review and adapt these curricula to suit the needs of your community and your program. Curricula which are bilingual and/or target the Hispanic community are so noted in bold.

K-12

The Dynamics of Relationships. Kramer, Patricia. Offers methods of helping youth develop communication skills, a sense of self-worth, and ways of maintaining strong and lasting relationships. Available from Equal Partners, 11348 Connecticut Avenue, Kensington, MD 20895, (301) 933-1489.

Education for Sexuality: Concepts and Programs for Teaching. Burt, John and Linda Brower Meeks. Provides information on basic concepts related to sexuality and detailed teaching units for each grade. Available from William C. Brown Publishing, 2460 Kerper Boulevard, Debuque, IA 52001 (800) 338-5578, ext 1.

Family Living Including Sex Education: Grades K-12. New York City Board of Education. Includes concepts and strategies that are age- and grade-appropriate. Also includes AIDS supplement. Available from New York City Board of Education, Room 613, 131 Livingston Street, Brooklyn, NY 11201, (718) 935-4140.

Preventing Adolescent Pregnancy Program. Comprehensive program model with an extensive research and evaluation component. Focuses on primary pregnancy prevention through four age-appropriate components: Growing Together (ages 9-11), Will Power/Won't Power (ages 12-14), Taking Care of Business (ages 15-18), and Health Bridge (for all ages). Available from Girls Incorporated, 30 East 33rd Street, New York, NY 10016.

When I Grow Up: Structured Experiences for Expanding Male and Female Roles. Kavanaugh, Michele. Includes exercises for all students at all developmental levels from pre-kindergarten through late adolescence, and the adults that work with them. Available from Humanics, P.O. Box 7447, Atlanta, GA 30309, (404) 874-2176.

Late Elementary/Middle School

About Adolescence: Changes and Choices (#140). Aims to teach teens as well as parents about increased responsibility for self-care during adolescence. **Bilingual presentation format.** Available from COSSMHO Publications, 1501 Sixteenth Street, N.W., Washington, D.C. 20036-1401; (202) 707-4328.

Changes and Choices: Human Growth and Development for Classroom Use. Bosch, Kathryn. Provides 14 sessions for use with fifth and sixth grade students, each covering an individual topic. Suggestions are offered for journal assignments and homework with parents. Available from Family Planning Council of Western Massachusetts, 16 Center Street, Northhampton, MA 01060, (413) 586-2016.

Contemporary Health Series: Into Adolescence. Middleton, Kathleen. Addresses puberty, AIDS, the family, self-esteem, reproduction and birth, and sexual abstinence through six modules. Available from Network Publications, P.O. Box 1830, Santa Cruz, CA 95061, (408) 438-4080.

Especially for You: A Sexuality Education Program for Preadolescents. Keller, Judy and Diane Fletcher. Designed as after-school activities to enhance the student's appreciation and respect for self, for others, and for human sexuality. Available from EFY Publications, 1321 Boteourt Gardens, Norfolk, VA 23517, (804) 627-2787.

Family Life Education: Curriculum Guide. Bignell, Steven. Presents specific, 10-session models for programs at junior high school level. Provides broad overview of areas commonly covered within sexuality education courses with a focus on self-esteem. Available from Network Publications, P.O. Box 1830, Santa Cruz, CA 95061, (408) 438-4080.

5/6 FLASH, 7/8 FLASH (Family Life and Sexual Health). Reis, Elizabeth. Designed to promote knowledge about human development and reproduction with lesson plans for fifth and sixth, and seventh and eighth graders. Available from Family Planning Publications, Seattle-King County Department of Public Health, 110 Prefontaine Avenue South, Suite 500, Seattle, WA 98104, (206) 296-4672.

Human Sexuality: A Curriculum for Preteens. Dodds, Jane M. Contains 12 chapters, each divided into four components: key concepts, factual material for class presentation, resources, and evaluation. Available from Planned Parenthood of Rochester and Monroe County, 114 University Avenue, Rochester, NY 14605, (716) 546-2595.

Human Sexuality: Values and Choices. Forliti, John et. al. Emphasizes basic values, such as equality, honesty, respect, responsibility, and social justice. Offers a parallel three-session program for parents as well. Available from Search Institute, 122 West Franklin, Suite 525, Minneapolis, MN 55404, (612) 870-9511.

In Between: A Family Life Education Curriculum for Early Adolescents (Ages 10-14). Memphis Planned Parenthood. Focuses on individual and group activities that celebrate the family, encourage healthy attitudes toward pubertal changes, and introduce problem-solving skills in peer relationships. Available from Memphis Planned Parenthood, 1407 Union, Memphis, TN 38104, (901) 725-1717.

New Methods for Puberty Education: Grades 4-9. Cooperman, Carolyn and Chuck Rhoades. Outlines original lesson plans that explore the factual aspects of body changes during puberty. Includes chapters on parent education and AIDS. Available from Planned Parenthood of Northwest New Jersey, 196 Speedwell Avenue, Morristown, NJ 07960, (201) 539-9580.

Postponing Sexual Involvement: An Educational Series for Young Teens. Howard, Marion et. al. Outlines four, one and a half hour sessions on the topics of social pressure, peer pressure, problem solving and using new skills. Available from Emory/ Grady Teen Services Program, Box 26158, Grace Memorial Hospital, 80 Butler Street, S.E., Atlanta, GA 30035, (404) 589-4202.

Project Taking Charge, A Family Life Education Curriculum. Values-based curriculum for seventh and eighth graders focused on self-esteem, social responsibility, career choice, health, choosing a mate, and establishing lasting values. **Field-tested among students of color in eight states and the District of Columbia**. Available from Project Taking Charge, American Home Economics Association, 1555 King Street, Alexandria, VA 22314, (703) 706-4600.

Responsible Caring: A Family Life Education Curriculum for Adolescents. Memphis Planned Parenthood. Focuses on activities which strengthen decision-making skills, enhance self-concept, and promote greater awareness of sexual attitudes and roles. Available from Memphis Planned Parenthood, 1407 Union, Memphis, TN 38104, (901) 725-1717.

Real People: Meet a Teenage Mother. Documents the story of a 17 year old who became a mother at 15. Gives viewers a revealing look at the problems faced by a teenage single mother. Videocassette and teacher's guide available from Sunburst Communications, 39 Washington Avenue, Box 40, Pleasantville, KY 10570-3498.

High School/College

About Your Sexuality. Calderwood, Deryck. Designed to help young people get accurate information about sexuality, develop their communication skills, and make responsible decisions about their lifestyle. Available from Unitarian Universalist Association, 25 Beacon Street, Boston, MA 02108-2200, (617) 742-2100.

Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. Binghamton, Mindy et al. Personalized workbooks for adolescents that contain thought-provoking exercises to help them determine their goals and the plans for reaching them. Available from Girls Clubs of America, Inc., National Resource Center, 411 Michigan Street, Indianapolis, IN 46202, (800) 428-4224.

Human Sexuality: A Curriculum for Teens. Dodds, Jane M. Presents 14 sessions, each of which contains an overview of concepts for class discussion, factual material for presentation, group exercises, and homework assignments. Available from Planned Parenthood of Rochester and Monroe County, 114 University Avenue, Rochester, NY 14605, (716) 546-2595.

Life Planning Education. Hunter-Geboy, Carol. Focuses on preparing adolescents for employment and for dealing with their sexual and reproductive development, feelings, and behaviors. Emphasis on self-esteem, values, responsibility, and decision-making. Booklet for teens available: "Make a Life for Yourself," **"Cómo Planear Mi Vida." Available in English, Spanish, and Portuguese** from Center for Population Options, 1025 Vermont Avenue, N.W., Suite 1200, Washington, D.C. 20005, (202) 347-5700.

Peer Education in Human Sexuality. Peloquin, Louise et al. Designed to give an understanding of the peer education model, to be a step-by-step guide for initiating and continuing a peer education program. Available from Planned Parenthood of Metropolitan Washington, 1108 16th Street N.W., Washington, D.C. 20036, (202) 347-8500.

Sexuality Education: A Curriculum for Adolescents. Wilson, Pamela, and Douglas Kirby. Consists of 11 units, each of which has a statement of goals and objectives, an overview of the unit's contents, and lecture notes and handouts. Based on courses developed in three high schools across the country. Available from Network Publications, P.O. Box 1830, Santa Cruz, CA 95061, (408) 438-4080.

Tomorrow's Partners, Tomorrow's Parents: A Guide for Planning Effective Family Life Education Programs. Girls Clubs of America. Designed to ensure that girls experience adolescence as a positive and self-affirming prelude to a meaningful and productive life as an adult. Emphasis on values, skill-building, and developing positive attitudes. Available from Girls Clubs of America, Inc., National Resource Center, 411 Michigan Street, Indianapolis, IN 46202, (800) 428-4224.

Parents' Resources

Communication About Sexuality - Parent and Child: A Guide for Training Family Life Educators and Counselors. Wuerscher, Anne, and Phyllis R. Goldman. Enables professionals to attain the knowledge and skills needed to foster better communication about sexuality in the homes of adolescents. Available from Statewide Family Planning Training Program, Department of OB/GYN, University of Connecticut Health Center, Farmington, CT 06032, (203) 677-0675.

Connections. Goldman, Phyllis R. Designed to help professionals with a human services background conduct a three-hour workshop for parents of adolescents. Available from Statewide Family Planning Training Program, Department of OB/GYN, University of Connecticut Health Center, Farmington, CT 06032, (203) 677-0675.

Family Life Education: Homework for Parents and Teens. Abbey-Harris, Nancy. Twenty-four assignments with parent-teen worksheets, divided into junior and senior high school aged levels designed as an adjunct to classroom programs. Available from Network Publications, P.O. Box 1830, Santa Cruz, CA 95061, (408) 438-4080.

Growing (Up) Together - Sexuality and Communication: A Curriculum Guide for Parents and Children. Bosch, Kathryn. Curriculum of six units for use with parents and children aged 10-13. Format includes working with parents and young people together and apart, and requires at least two facilitators. Available from Family Planning Council of Western Massachusetts, 16 Center Street, Northhampton, MA 01060, (413) 586-2016.

Putting the Birds and Bees in Perspective: A Parent Education Manual. Cole, Barb, and Jan Lunquist. Covers how to develop a parent education project, topics in sexuality with parent guidelines, and program designs for parents. Available from Planned Parenthood Centers of West Michigan, 425 Cherry Street, S.E., Grand Rapids, MI 49503, (616) 459-3101.

Seminars for Parents on Adolescent Sexuality. Education Development Center. Includes overall goals, suggested agendas, techniques for encouraging discussions, and background reading and information. Available from Education Development Center, 55 Chapel Street, Newton, MA 02160, (617) 969-7100.

Sexuality Education: A Curriculum for Parent/Child Programs. Brown, Jean et al. Consists of suggested course outlines, activities, supplementary teacher resource sheets, handouts, and appendices on resources and evaluation. Available from Network Publications, P.O. Box 1830, Santa Cruz, CA 95061, (408) 438-4080.

Sexuality Education: A Family Life Education Curriculum for Parents and Young Adolescents. Memphis Association for Planned Parenthood. Developed from a research program that compared and evaluated five different approaches to training parents and young adolescents to talk comfortably about sexuality. Available from Planned Parenthood Federation of America, 810 7th Avenue, New York, NY 10019, (212) 603-4627.

Strengthening Families: A Curriculum for Hispanic Parents (#115). **Focuses on strengthening Hispanic parents' skills**, within a context of cultural and societal transition, in understanding children's development and communicating values. Based on five years of research and training. Available from COSSMHO Publications, 1501 Sixteenth Street, N.W., Washington, D.C. 20036-1401; (202) 707-4328.

What Should We Tell the Children: A Curriculum Guide for Parents. Bosch, Kathryn. A 10-hour curriculum that provides information on myths and facts, communication skills, and peer pressures. Available from Family Planning Council of Western Massachusetts, 16 Center Street, Northhampton, MA 01060, (413) 586-2016.

Leaders' Resources

Guide to Child Support Programs, Resources & Publications for Professionals Serving Adolescents & Young Families. Provides information about publications, organizations, and model programs dedicated to helping young parents meet their family responsibilities. Available from the Center for the Support of Children, 5315 Nebraska Avenue, N.W., Washington, D.C. 20015, (202) 363-5923.

Human Development Series: A Sexuality Education Program for Adolescents. Fay, Joseph, and Mary Grace Umbel. Designed to meet the needs of both beginning sex educators, who are looking for help with course content, and experienced teachers who want advanced strategies and fresh ideas. Available from Planned Parenthood of Central Pennsylvania, Education Department, 728 South Beaver Street, York, PA 17403, (717) 845-9683.

Implementation of Family Life Education Curriculum: Teaching Material and Strategies. Benesch, Joan, et al. Oriented toward urban sexuality educators developing programs and materials specific to school objectives and guidelines. Available from Sex Education Coalition, 2001 O Street, N.W., Washington, D.C. 20036, (202) 457-0605.

Sunburst 1992 Catalog. Includes curriculum models, videos, brochures and books created for adolescents on topics including First Aid/Nutrition, AIDS Education, Sex Education, Drug Education, and Career Education. **Many titles available in Spanish.** For a copy of the catalog, call 1-800-431-1934.

The Teen Outreach Program: A Guide and Curriculum for Facilitators and Teen Outreach: How-To Manual. Materials from a school-based program designed to decrease the incidence of teenage pregnancy and increase the number of socioeconomically disadvantaged students who successfully complete high school. The guide helps to facilitate group discussions and the manual provides suggestions for planning and implementing a Teen Outreach Program. Available from Teen Outreach Program, Association of Junior Leagues International, 660 First Avenue, New York, NY 10016; (212) 683-1515.

Working Together: A Guidebook for Community-Based Family Life Education. Walker, Jacqueline S., and Sheila Essig. Illustrates innovative ways to expand the range of topics, audiences, and settings for nontraditional family life education. Based on three model programs in communities of different sizes and needs. Available from Planned Parenthood Federation of America, 810 7th Avenue, New York, NY 10019, (212) 603-4627.

Males' Resources

Adolescent Fathers: Directory of Services. Lists 114 programs across the country that provide services to adolescent fathers, either directly or as part of an adolescent clinic or school-based clinic. Information presented includes current services, funding sources, staffing, and outreach information specifically targeting young males. Single copies are available at no charge from National Maternal and Child Health Clearinghouse, 38th and R Streets, N.W., Washington, D.C. 20057, (202) 625-8410.

As Boys Become Men: Learning New Male Roles. Thompson, Cooper. Activities for junior and senior high school students covering topics including male role stereotypes, images of men in the media, communication styles and language, and relationships with other males and females. Available from Irvington Publishers, 740 Broadway, New York, NY 10003, (212) 777-4100.

Breaking the Silence, Overcoming Challenges: A Young Man's Journal for Self-Awareness and Personal Planning. Binghamton, Mindy et al. Personalized workbooks for adolescents that contain thought-provoking exercises to help them determine their goals and the plans for reaching them. Available from Girls Clubs of America, Inc., National Resource Center, 411 Michigan Street, Indianapolis, IN 46202, (800) 428-4224.

Implementing a Young Man's Sexuality Education Program: A How To Guide. Waison, Andre, and Debra W. Haffner. Contains steps for implementing such an education program. Available from Planned Parenthood of Metropolitan Washington, 1108 16th Street, N.W., Washington, D.C. 20036, (202) 347-8500.

Men and Contraception, A Shared Responsibility. Presents ways men can be more involved w 'th all methods of contraception. Available from the Resource Center, Planned Parenthood of Metropolitan Washington, D.C., 1108 16th Street, N.W., Washington, D.C. 20036, 9202) 347-8500. **(Available in Spanish.)**

No Time Soon. (Video) Presents teenage pregnancy prevention from the male's point of view with information geared to young adults ages 12-20. **Focuses on two teen males, one Black and one Hispanic**, who speak frankly based on their own experiences. Includes discussions on sex, birth control, relationships and school, and what they do to avoid becoming teen fathers. Available from ODN Productions, 74 Varick Street #304, New York, NY 10013, (212) 431-8923.

Resources on Male Involvement in Teen Pregnancy Prevention and Parenthood. Lists a range of materials designed to encourage male involvement in teen pregnancy and parenthood. Resources include brochures, videos, public education campaigns, newsletters, and curricula and program/training modules. Available from the Children's Defense Fund, 25 E Street, N.W., Washington, D.C. 20001, (202) 628-8787.

What Can a Guy Do? (Video) Three couples — **White, Black, and Hispanic** — are followed from the time each discovers the possibility of pregnancy through their experiences in coping with this difficult situation. Interspersed are presentations of a cross-section of high school students who respond to the questions, "How did you learn about birth control?" and "Whose responsibility is birth control?" Angel Martínez role-models an understanding adult in a family planning agency for this film, which strives to help male adolescents overcome personal and social barriers to getting information about birth control. Available from Serious Business Company, P.O. Box 315, Franklin Lakes, NJ 07417.

Working With Fathers: Methods and Perspectives. Minnesota Fathering Alliance. Presents a discussion of the changing roles of fathers, working with culturally diverse fathers, designing an effective fathering program, gender-related group dynamics, men's perspectives on parenting, and designing father-child interaction time. Available from nu ink unlimited, 206 South Fifth Street, Stillwater, MN 55082.

A Selected Bibliography

General Teenage Pregnancy

Allen, Joseph, Susan Philliber, and Nancy Hoggson. **"School-Based Prevention of Teenage Pregnancy and School Dropout: Process Evaluation of the National Replication of the Teen Outreach Program,"** in *American Journal of Community Psychology*, Vol. 18, No. 4, 1990.

American Civil Liberties Union Foundation. ***Equal Educational Opportunities for Pregnant and Parenting Students: Meshing the Rights With the Realities***. New York: American Civil Liberties Union Foundation, 1990.

An, Chong-Bum, Robert Havemann, and Barbara Wolfe. **"Reducing Teen Out-of-Wedlock Births: The Role of Parental Education and Family Stability,"** in *The LaFollette Policy Report, Vol. 4, No. 1*. Wisconsin: Autumn 1991.

Brindis, Claire D. ***Adolescent Pregnancy Prevention: A Guidebook for Communities***. California: Leland Stanford Junior University, 1991.

Child Trends, Inc. ***A State-By-State Look at Teenage Childbearing in the U.S.*** Michigan: Charles Stewart Mott Foundation, 1991.

"Consequences of Adolescent Childbearing," in *Risking the Future: Adolescent Sexuality, Pregnancy, and Childbearing*, Vol. 1. New York: National Research Council, 1989.

Darabi, Katherine F. ***Childbearing Among Hispanics in the United States, An Annotated Bibliography***. New York: Greenwood Press, 1987.

Dryfoos, Joy G. ***Putting the Boys Back in the Picture: A Review of Programs to Promote Sexual Responsibility Among Males.*** Santa Cruz, CA: Network Publications, ETR Associates, 1988.

Edelman, Peter and Joyce Ladner. ***Adolescence & Poverty: Challenge for the 1990s.*** Washington, D.C.: Center for National Policy Press, 1991.

Family Impact Seminar. ***Teenage Pregnancy Prevention Programs: What Have We Learned?*** Washington, D.C.: The AAMFT Research and Education Foundation, 1990.

Figueroa, Darryl. **"Pregnancy Among Hispanic Teens: The Impact of Culture, an interview with Dr. Rosina Becerra,"** in *SIPI News*, New York: Scientist's Institute for Public Information, 1991.

Giordano, Peter. ***Teenage Pregnancy: Selected References, 1986-1988***. Washington, D.C.: Congressional Research Service, Library of Congress, February 1989.

Girls Clubs of America, Inc. ***Preventing Adolescent Pregnancy Takes More Than One Approach***. New York: Girls Clubs of America, 1992.

Griffith, Jeanne E. ***Teenage Sexual Activity and Childbearing: An Analysis of The Relationships of Behavior to Family and Personal Background***. Washington, D.C.: Congressional Research Service, Library of Congress, July 9, 1987.

Haffner, Debra W. ***Sex Education 2000: A Call to Action***. New York: Sex Information and Education Council of the U.S., 1989.

Hayward, Mark D., Grady, William R. and John O.G. Billy. ***The Influence of Socioeconomic Status on Adolescent Pregnancy***. Los Angeles, California: University of Southern California, Andrus Gerontology Center and Department of Sociology, 1990.

Hechinger, Fred M. ***Fateful Choices, Healthy Youth for the 21st Century***. New York: Carnegie Corporation, 1992.

Henshaw, Stanley K., Asta M. Kenney, Debra Somberg and Jennifer Van Vort. ***Teenage Pregnancy in the United States***. Washington, D.C.: The Alan Guttmacher Institute, 1989.

López, Norma Y. ***Hispanic Teenage Pregnancy: Overview and Implications***. Washington, D.C.: National Council of La Raza, 1987.

Lundberg, Shelly and Robert D. Plotnick. **"Testing the Opportunity Cost Hypothesis of Teenage Premarital Childbearing,"** prepared for the Forum on the Underclass. New York: U.S. Department of Health and Human Services, Assistant Secretary for Planning and Evaluation and the Joint Center for Political Studies, 1990.

National Urban League. ***National Urban League Responds to Teenage Pregnancy***. New York: National Urban League, Inc., 1990.

Pearce, Diana M. ***Children Having Children: Teen Pregnancy and Public Policy***. Washington, D.C.: Institute for Women's Policy Research, 1989.

Pérez, Sonia M. ***Teenage Pregnancy Among Hispanic Youth: An Overview and Assessment***. (unpublished paper) Cambridge, MA: Kennedy School of Government, Harvard University, May 1990.

Polit, Denise F., Janet C. Quint and James A. Riccio. ***The Challenge of Serving Teenage Mothers***. Manpower Demonstration Research Corporation, 1988.

Richards, Cory. **"Approaches to Adolescent Pregnancy Prevention,"** prepared for The Children's Defense Fund Policy Forum, Washington, D.C.: The Alan Guttmacher Institute, September 27, 1990.

Stahler, Gerald Jay and Joseph P. DuCette. **"Evaluating Adolescent Pregnancy Programs: Rethinking Our Priorities,"** *Family Planning Perspectives*, Volume 23, Number 3, May/June 1991.

Sullivan, Mercer. ***The Male Role in Teenage Pregnancy and Parenting: New Directions for Public Policy***. New York: Vera Institute of Justice, 1990.

Vecchiolla, Francine J., and Penelope L. Maza. ***Pregnancy and Parenting Adolescents: A Study of Services***. Washington, D.C.: Child Welfare League of America, 1989.

Wasem, Ruth Ellen. ***Teenage Pregnancy: Issues and Legislation***. Washington, D.C.: Congressional Research Service, Library of Congress, March 1989.

Children's Defense Fund Publications

The following Children's Defense Fund (CDF) reports, many from the Adolescent Pregnancy Prevention Clearinghouse Series, were especially helpful in the preparation of this guide and are available from CDF, Washington, D.C. (*See "**National Organizations**" in this chapter for more information.*)

The Adolescent and Young Adult Fact Book, 1991.

Adolescent and Young Adult Fathers: Problems and Solutions, 1988.

Child Poverty in America, 1991.

Evaluating Your Adolescent Pregnancy Program: How To Get Started, 1989.

Latino Child Poverty in the United States, 1991.

Latino Youths at a Crossroads, 1990.

Model Programs: Preventing Adolescent Pregnancy and Building Youth Self-Sufficiency, 1986.

Preventing Adolescent Pregnancy: What Schools Can Do, 1986.

The State of America's Children, 1991.

Teenage Pregnancy: An Advocate's Guide to The Numbers, 1988.

Vanishing Dreams: The Economic Plight of America's Young Families, 1992.

Welfare and Teen Pregnancy: What Do We Know? What Do We Do?, 1986.

Where to Find Data About Adolescents and Young Adults: A Guide to Sources, 1989.

Appendix

NCLR Worksheets

APPENDIX

- Worksheet 1: A Profile of the Hispanic Youth in Your Community
- Worksheet 2: Identifying the Youth-Serving Network
- Worksheet 3: A Profile of Community Resources and Services
- Worksheet 4: An Analysis of the Needs of Hispanic Youth
- Worksheet 5: Choosing Roles and Activities for Your Organization
- Worksheet 6: Plan of Action
- Worksheet 7: Documentation of Fund-Raising Efforts
- Worksheet 8: Documentation of Progress Toward Objectives

NCLR WORKSHEETS

This appendix contains eight worksheets to help you assess the needs of the Hispanic youth in your community (*Worksheets 1 to 4*), decide on appropriate role(s) for your organization (*Worksheet 5*), develop a plan of action (*Worksheet 6*), and document, monitor and assess your efforts (*Worksheets 7 and 8*).

- ***Worksheet 1: A Profile of the Hispanic Youth in Your Community*** — can be used to collect and organize information on the Hispanic youth in your community.
- ***Worksheet 2: Identifying the Youth-Serving Network*** — provides a format for building and keeping a record of organizations in your community that advocate for, serves or provides services to Latino youth.
- ***Worksheet 3: A Profile of Community Resources and Services*** — can be used to document the existence of services in your community and the extent to which each is targeted to Hispanic youth.
- ***Worksheet 4: An Analysis of the Needs of Hispanic Youth*** — is designed to help you complete a community needs assessment, by analyzing the information collected in the first three worksheets.
- ***Worksheet 5: Choosing Roles and Activities for Your Organization*** — is designed to help your staff and Board members decide upon role(s) for your organization in advocating for and serving of the Latino youth.
- ***Worksheet 6: Plan of Action*** — can help you develop an "action plan" to help your organization get involved with serving Latino youth.
- ***Worksheet 7: Documentation of Fund-Raising Efforts*** — can be used to keep track of the fund-raising efforts of your organization in support of a pregnancy prevention or parenting program.
- ***Worksheet 8: Documentation of Progress Toward Objectives*** — is designed to yelp you keep track of the efforts of your organization to meet specific objectives related to the pregnancy prevention or parenting program.

Each worksheet is provided with the following information: a description of the worksheet's purpose; instructions on how to use the form; and tips on how the form is completed, and relates to the other worksheets. The NCLR Worksheets are meant to be reproduced and adapted for an individual organization's use during the development of its teenage pregnancy prevention or parenting program.

Each worksheet provides a space in the right top corner of the form for your organization's name, address, and/or logo.

NCLR
NATIONAL COUNCIL OF LA RAZA
FORMS

Worksheet 1:

A Profile of the Hispanic Youth in Your Community

Purpose:

The purpose of this worksheet is to help you develop a demographic and socioeconomic profile of the Hispanic youth in your community. The information will help you identify the needs of Hispanic youth, and serve as their advocate in discussions with other community leaders, city and state agencies that provide services to Hispanic youth, and others interested in youth issues and programs. The data comparing the Hispanic population with the other population groups will also help you demonstrate the needs of the Hispanic population to potential funders, policy makers, and program administrators.

How to Use:

• This worksheet has three sections: ***Section A*** and ***Section B*** ask for general information on the area covered by the needs assessment, and ***Section C*** asks specific questions about the community's Hispanic youth.

• If statistics to answer a question are not available, estimate them based on your knowledge and the data which are available. Also, if your service area is a neighborhood within a city, or an area for which specific data are not available, you may want to make an extra copy of the form. Complete one for the city, metropolitan area, or county of which you are a part, and one for the area you serve. It will probably be necessary to estimate data for your community using your knowledge of the population and the information collected for the larger geographic area. If you don't have the information needed to make an estimate, note that on the form and try getting the missing information as you become more involved in establishing partnerships and coalitions with other youth-serving agencies.

Tips:

• Data to help you complete the worksheet may be available from a number of sources, including the following three sources (*See "**National Organizations**" in* CHAPTER 4 *of this guide for additional information*):

1. *U.S. Census Bureau Reports* and other products may provide information on the demographic and socioeconomic status of the population by racial/ethnic group for a county, city, or metropolitan area;

2. *State, county, or local governments* may have information about the characteristics of the population in their area; and

3. *Federal agencies*, such as the National Center for Education Statistics or the National Center for Health Statistics.

• This worksheet will help you assess in ***Worksheet 4: An Analysis of the Needs of the Hispanic Youth*** the extent to which the existing youth-serving programs and services which you identify in ***Worksheet 2: Identifying the Youth-Serving Network*** and ***Worksheet 3: A Profile of Community Resources and Services*** are reaching Hispanic youth, and develop role(s) for your organization and a plan of action.

WORKSHEET 1:

A Profile of the Hispanic Youth in Your Community

(*Part One of Needs Assessment*)

NCLR NATIONAL COUNCIL OF LA RAZA **FORMS**

Worksheet 1: A Profile of the Hispanic Youth in Your Community

CASA LATINA
4730 BROADWAY
LA, CA
(310) 555-7777

Section A: Information about the Area Covered by this Needs Assessment

1. Specify the geographic area covered by your needs assessment: Los Angeles, CA

2. Statistics used in this form are for (check one):
☐ Neighborhood(s) within city ☐ County
☐ Whole city or town ☒ Metropolitan Area
☐ Other (specify _____)

3. This area is (check one):
☒ Urban ☐ Rural ☐ Suburban ☐ Mixed

Section B: General Demographic and Socioeconomic Information

Complete the tables below the questions using the best available data, estimating when necessary. Put a "?" when the data are not available and you can't make an estimate.

1. What is the population of the area?
(Date of statistics 1990) PRELIMINARY
(Sources of statistics: estimates) 1990 CENSUS DATA

	Number	% of Population
Total Population	____	100%
White	1,842,000	45%
Black	490,000	12%
Hispanic	1,392,000	34%
Other ASIAN	350,000	9%

(specify, e.g., Native American, Asian)

2. What subgroups are represented in the area's Hispanic population? Give population information and circle the major subgroups.

	Number	% of Population
Total Population	____	100%
Mexican American	____	75% (ESTIMATES)
Puerto Rican	____	3%
Cuban American	____	2%
Central and South American	____	15%
Dominican	____	____
Other (specify)	____	5%

3. What is the approximate age distribution of the population?
(Date of statistics 1990) MARCH 1991
(Sources of statistics: estimates) CURRENT Pop. SURVEY

Age Group	12 or under	13-16	17-19	20-25	26-45
Total Population					
number	____	____	____	____	____
% total population	____	____	____	____	____
White					
number	____	____	____	____	____
% total population	____	____	____	____	____
Black					
number	____	____	____	____	____
% total population	____	____	____	____	____
Hispanic					
number	____	____	____	____	____
% total population	____	____	____	____	____
Other (specify _____)					
number	____	____	____	____	____
% total population	____	____	____	____	____

MEDIAN AGE ABOUT 26 YEARS

4. What is the socioeconomic status of the population?
(Date of statistics 1990)
(Sources of statistics: estimates) 1990 CENSUS

	Poverty Rate (federal level)	Income Level (Median Family)	Unemployment Rate	Education (Median # of yrs. completed; % H.S. Graduate)
Total Population	10.7%	35,000	7.1%	80%
White	7.8%	36,900	6.3%	78%
Black	27.8%	32,000	13.9%	70%
Hispanic	25.0%	23,000	10.3%	51%
Other (specify _____)	____	____	____	____

Section C: Demographics of the Adolescent Population (12-19)

Put a "?" when the data are not available and you can't make an estimate.

1. Are Hispanic youth concentrated in specific geographic areas in your community?
☐ Yes ☐ No ☐ Do not Know

yes, which one(s)?

/hat is the racial/ethnic distribution of the adolescent opulation (12-19)? Calculate the data from the infor- sation in **Section A**, Question 3.

	Number	% of Population
otal Adol. Population	____	100%
White	____	____
Black	____	____
Hispanic	____	____
Other (specify, e.g. Native American, Asian)	____	____

3. What subgroups are represented in the area's Hispanic youth population? Give population information and circle the major subgroups.

	Number	% of Population
Total Adol. Population	____	100%
Mexican American	____	____
Puerto Rican	____	____
Cuban American	____	____
Central and South American	____	____
Dominican	____	____
Other (specify)	____	____

4. What percentage of the Hispanic youth are refugees, citizens/legal residents, undocumented?

Status	Number	Percentage of Hispanic Youth
Refugees	____	____
Citizens/legal residents	____	____
Undocumented	____	____

5. What are the literacy and educational levels of the Hispanic youth in the area? Give approximate percentages.
NOT SURE

Level	Percentage of Hispanic Youth
Speak no or little English	____
Read	
English only	____
Spanish only	____
Both English and Spanish	____
Other (specify _____)	____
Formal Education Completed	
0 - 5 years	____
6 - 11 years	____
High School diploma or more	____

IN CA, 30% of population speaks a language other than English at home.

6. What are the poverty rate and income levels of the Hispanic youth in the area?
a. Poverty Rates: (under 18 yrs)
1. At or below federal poverty level 38%
2. At or below state poverty level 25%
b. Family Income Levels
1. Very low income ____
(% whose incomes are 50% or less than the area's median income)
2. Low income ____
(% whose incomes are above 50% but less than 80% of area's median income)
3. Limited income ____
(% whose incomes are between 80% and 100% of the area's median income)
4. Middle or upper-income ____
(% whose incomes are at or above the area's median income)

7. What percentage of all families and Hispanic families are receiving the services/benefits listed below?

Benefit	% of all Families	% of Hispanic Families
Food Stamps	____	____
Some other food assistance	____	____
Medicaid	____	____
Public housing/ housing assistance	____	____
Other (specify _____)	____	____

8. Approximately what percentage of Hispanic youth have the following: Living Arrangements and Types of Housing?

	Percentage of Hispanic Youth Population
Living Arrangement	
With both parents	____
With mother only	____
With father only	____
With other family members	____
With friends	____
Homeless	____
Other (specify _____)	____
Types of Housing	
Private rental housing	____
Public rental housing	____
Home owned by family member	____
Homeless shelter	____
Other (specify _____)	____

BEST COPY AVAILABLE

NCLR NATIONAL COUNCIL OF LA RAZA **FORMS**

Worksheet 1:

A Profile of the Hispanic Youth in Your Community

Section A: Information about the Area Covered by this Needs Assessment

1. Specify the geographic area covered by your needs assessment.

_____

2. Statistics used in this form are for (check one):
   - ❑ Neighborhood(s) within city
   - ❑ County
   - ❑ Whole city or town
   - ❑ Metropolitan Area
   - ❑ Other (specify _____)

3. This area is (check one):
   - ❑ Urban
   - ❑ Rural
   - ❑ Suburban
   - ❑ Mixed

Section B: General Demographic and Socioeconomic Information

Complete the tables below the questions using the best available data, estimating when necessary. Put a "?" when the data are not available and you can't make an estimate.

1. What is the population of the area?
   (Date of statistics _____)
   (Sources of statistics/estimates_____)

	Number	*% of Population*
Total Population	_____	100%
White	_____	_____
Black	_____	_____
Hispanic	_____	_____
Other _____)	_____	_____

(specify, e.g., Native American, Asian)

2. What subgroups are represented in the area's Hispanic population? Give population information and circle the major subgroups.

	Number	*% of Population*
Total Population	_____	100%
Mexican American	_____	_____
Puerto Rican	_____	_____
Cuban American	_____	_____
Central and South American	_____	_____
Dominican	_____	_____
Other (specify)	_____	_____

3. What is the approximate age distribution of the population?
   (Date of statistics _____)
   (Sources of statistics/estimates _____)

Age Group	*12 or under*	*13-16*	*17-19*	*20-25*	*26-45*
Total Population					
number	____	____	____	____	____
% total population	____	____	____	____	____
White					
number	____	____	____	____	____
% total population	____	____	____	____	____
Black					
number	____	____	____	____	____
% total population	____	____	____	____	____
Hispanic					
number	____	____	____	____	____
% total population	____	____	____	____	____
Other (specify, _____)					
number	____	____	____	____	____
% total population	____	____	____	____	____

4. What is the socioeconomic status of the population?
   (Date of statistics _____)
   (Sources of statistics/estimates _____)

	Poverty Rate (federal level)	*Income Level (Median Family)*	*Unemployment Rate*	*Education (Median # of yrs. completed)*
Total Population	____	____	____	____
White	____	____	____	____
Black	____	____	____	____
Hispanic	____	____	____	____
Other	____	____	____	____

(specify, _____)

Section C: Demographics of the Adolescent Population (12-19)

Put a "?" when the data are not available and you can't make an estimate.

1. Are Hispanic youth concentrated in specific geographic areas in your community?
   - ❑ Yes
   - ❑ No
   - ❑ Do not Know

If yes, which one(s)?

_____

2. What is the racial/ethnic distribution of the adolescent population (12-19)? Calculate the data from the information in ***Section A***, Question 3.

	Number	*% of Population*
Total Adol. Population	_____	100%
White	_____	_____
Black	_____	_____
Hispanic	_____	_____
Other _____)	_____	_____

(specify, e.g.,Native American, Asian)

3. What subgroups are represented in the area's Hispanic youth population? Give population information and circle the major subgroups.

	Number	*% of Population*
Total Adol. Population	_____	100%
Mexican American	_____	_____
Puerto Rican	_____	_____
Cuban American	_____	_____
Central and South American	_____	_____
Dominican	_____	_____
Other (specify)	_____	_____

4. What percentage of the Hispanic youth are refugees, citizens/legal residents, undocumented?

Status	*Number*	*Percentage of Hispanic Youth*
Refugees	_____	_____
Citizens/legal residents	_____	_____
Undocumented	_____	_____

5. What are the literacy and educational levels of the Hispanic youth in the area? Give approximate percentages.

Level	*Percentage of Hispanic Youth*
Speak no or little English	_____
Read	
English only	_____
Spanish only	_____
Both English and Spanish	_____
Other (specify _____)	_____
Formal Education Completed	
0 - 5 years	_____
6 - 11 years	_____
High School diploma or more	_____

6. What are the poverty rate and income levels of the Hispanic youth in the area?

a. Poverty Rates
   1. At or below federal poverty level _____
   2. At or below state poverty level _____

b. Family Income Levels
   1. Very low income _____
      (% whose incomes are 50% or less than the area's median income)
   2. Low income _____
      (% whose incomes are above 50% but less than 80% of area's median income)
   3. Limited income _____
      (% whose incomes are between 80% and 100% of the area's median income)
   4. Middle or upper-income _____
      (% whose incomes are at or above the area's median income)

7. What percentage of all families and Hispanic families are receiving the services/benefits listed below?

Benefit	*% of all Families*	*% of Hispanic Families*
Food Stamps	_____	_____
Some other food assistance	_____	_____
Medicaid	_____	_____
Public housing/ housing assistance	_____	_____
Other (specify_____)	_____	_____

8. Approximately what percentage of Hispanic youth have the following: Living Arrangements and Types of Housing?

	Percentage of Hispanic Youth Population
Living Arrangement	
With both parents	_____
With mother only	_____
With father only	_____
With other family members	_____
With friends	_____
Homeless	_____
Other	_____
(specify _____)	
Types of Housing	
Private rental housing	_____
Public rental housing	_____
Home owned by family member	_____
Homeless shelter	_____
Other	_____
(specify _____)	

Purpose:

The purpose of this worksheet is to help you keep a record of the organizations and coalitions in your community which advocate for or provide services to youth.

How to Use:

• Make copies of this worksheet and fill out one for each organization or agency that provides services to youth.

Tips:

• If you have a computer, consider putting the information into a data base format so you can retrieve the material in different ways (e.g., all groups providing recreational services; groups/individuals interested in supporting a teen pregnancy program).

• Information should be collected from these entities to complete ***Worksheet 3: A Profile of Community Resources and Services***. You will also use this information in completing ***Worksheet 6: Plan of Action***.

Worksheet 2:

Identifying the Youth-Serving Network

(*Part Two of Needs Assessment*)

NCLR NATIONAL COUNCIL OF LA RAZA **FORMS**

Worksheet 2: Identifying the Youth-Serving Network

CASA LATINA
4730 BROADWAY
LA, CA
(310) 555-7777

Name of Organization CASA LATINA
Address & Telephone 4730 Broadway
Contact & Title Audelia López, Youth Services Coordinator
Type(s) of youth involvement (e.g., indicate if funder, service provider, member of coalition/ advisory committee; specify area(s) of interest) • Service Provider • Offer employment training AND cultural activities
If service provider, what services are offered? • Clerical Job Training • Job Placement
Are programs/services targeted specifically to Hispanic youth? • Not directly, but agency located in LATINO Community
Areas of possible cooperation • May be able to link job training to teenage parenting program.
Other Information • Job training component may help in attaching LATINO males/teen fathers to program.

NCLR
NATIONAL COUNCIL OF LA RAZA
FORMS

Worksheet 2:

Identifying the Youth-Serving Network

Name of Organization
Address & Telephone
Contact & Title
Type(s) of youth involvement (e.g., indicate if funder, service provider, member of coalition/ advisory committee; specify area(s) of interest).
If service provider, what services are offered?
Are programs/services targeted specifically to Hispanic youth?
Areas of possible cooperation
Other Information

Purpose:

The purpose of this worksheet is to develop a profile of community resources and services for youth. This profile can be used to document the existence of services in your community and the extent to which each is targeted to Hispanic youth in your view and in the view of the service provider.

How to Use:

• This worksheet has three sections: ***Section A*** and ***Section B*** ask for general information on the types of organizations and availability of services targeted to the youth in your area, and ***Section C*** asks specific questions about those services used and needed by Hispanic youth.

• If you are not certain how well providers are serving Hispanic youth, talk directly with them. If necessary, consider holding focused discussions with Hispanic youth and other organizations in your community that can provide additional insights into the concerns and priorities of Hispanic adolescents.

Tips:

• If you have a computer, consider putting the information into a data base format so you can retrieve the material in different ways (e.g., alternative education programs in your area).

• Use the information collected in completing ***Worksheet 2: Identifying the Youth-Serving Network*** — to identify resources and contacts. You will refer back to this worksheet in completing ***Worksheet 4: An Analysis of the Needs of Hispanic Youth***.

WORKSHEET 3:

A Profile of Community Resources and Services

(*Part Three of Needs Assessment*)

NCLR FORMS

Worksheet 3: A Profile of Community Resources and Services

CASA LATINA
4730 BROADWAY
LA, CA
(310) 555-7777

Section A: Summary

1. What types of and how many organizations in your community are involved in services to youth?

Types of Organizations (e.g., community-based, religious, health, government)	Number (Estimated)
Community Centers	2
Church-based groups	10

2. How many of these agencies target Hispanic adolescents? DON'T KNOW List them below.

3. Are there youth-serving coalition(s) in your community?
❑ Yes ❑ No ☒ Do Not Know

a. Is there a general coalition of groups interested in youth issues or in serving adolescents?
❑ Yes ❑ No ☒ Do Not Know

If yes, membership includes (check all that apply):
❑ Public agencies ❑ Philanthropic/corporate
❑ Community agencies ❑ Other (specify_____)

b. Does a coalition of Hispanic groups exist?
❑ Yes ☒ No ❑ Do Not Know

If yes, membership includes (check all that apply):
❑ Hispanic Affairs Office ❑ Philanthropic/corporate or other public agency ❑ Community agencies (specify _____) ❑ Other (specify_____)
❑ Membership organizations

c. Does a coalition on teen pregnancy exist?
❑ Yes ☒ No ❑ Do Not Know

Section B: Availability of Services Targeted to the Youth in the Area

Review the list of services in **Column 1**. Indicate in **Column 2** whether they exist in your community. If they do, list the service providers in **Column 3** and indicate in **Column 4** if each provider targets its services to the Hispanic community. Circle the providers in *Column 3* who target their services to the Hispanic youth.

Column 1	Column 2	Column 3	Column 4
Community-Based Services			
Alternative Education (GED, High School Completion)	✓	ASTRA CLUB	YES
Employment Training	✓	CASA LATINA	YES
Community Centers	✓		
Breakfast/Lunch Programs	✓	LOCAL SCHOOLS	NOT SURE
Health Services			
Mental Health/Counseling			
General Health			
Reproductive Services			
Recreation	✓	YMCA BASKETBALL CLUB	NOT SURE
Legal Assistance			
Child Abuse			
Emergency Assistance	✓	SALVATION ARMY	NOT SURE
Counseling	✓	CHURCH	NOT SURE
Family	✓		
School/Career			
Reproductive			
Teen Pregnancy Prevention/ Parenting	NOT SURE		
Other (specify _____)			

Column 1	Column 2	Column 3	Column 4
ocacy on behalf of youth	NOT SURE		
ices to Families and Children			
ood Stamps	✓	AVAILABLE THROUGH SOCIAL SERVICES	
ome Other Food Assistance (e.g., WIC)	✓		
Medicaid	✓		
AFDC	✓		
Public Housing/ Housing Assistance	✓		
Other (Specify _____)			

Column 1: Service/resource
Column 2: Exists in area whether or not targeting Hispanic youth
Column 3: List service providers (see Worksheet 2)
Column 4: Does each provider target Hispanics? (yes/no/not sure)

Section C: Services Used and Needed by Hispanic Youth

Review the list of services/resources in **Section B**. First, place a check by those that Hispanic youth in your community are actually receiving. **Remember, targeting services to a specific population does not necessarily mean the population being targeted is using the services.** If you are not certain how well providers are serving Hispanic youth, talk with them. Try to get statistics on their clients and the services provided by race/ethnic group. Ask Hispanic youth with whom you come in contact if they are familiar with the provider and whether services are being provided to Hispanics.

Second, circle the services that the Hispanic youth in your community need. Consider holding focused discussions with Hispanic youth and other organizations in your community to give you additional insights into the concerns and priorities of Hispanic adolescents.

NCLR NATIONAL COUNCIL OF LA RAZA FORMS

Worksheet 3:

A Profile of Community Resources and Services

Section A: Summary

1. What types of and how many organizations in your community are involved in services to youth?

Types of Organizations (e.g., community-based, religious, health, government)	*Number*
_____	____
_____	____
_____	____
_____	____

2. How many of these agencies target Hispanic adolescents? _____ List them below.

_____

_____

3. Are there youth-serving coalition(s) in your community?
❑ Yes ❑ No ❑ Do Not Know

a. Is there a general coalition of groups interested in youth issues or in serving adolescents?
❑ Yes ❑ No ❑ Do Not Know

If yes, membership includes (check all that apply):
❑ Public agencies ❑ Philanthropic/corporate
❑ Community agencies ❑ Other (specify_____)

b. Does a coalition of Hispanic groups exist?
❑ Yes ❑ No ❑ Do Not Know

If yes, membership includes (check all that apply):
❑ Hispanic Affairs Office, or other public agency (specify _____) ❑ Philanthropic/corporate ❑ Community agencies ❑ Other (specify_____)
❑ Membership organizations

c. Does a coalition on teen pregnancy exist?
❑ Yes ❑ No ❑ Do Not Know

Section B: Availability of Services Targeted to the Youth in the Area

Review the list of services in ***Column 1.*** Indicate in ***Column 2*** whether they exist in your community. If they do, list the service providers in ***Column 3*** and indicate in ***Column 4*** if each provider targets its services to the Hispanic community. Circle the providers in *Column 3* who target their services to the Hispanic youth.

Column 1	*Column 2*	*Column 3*	*Column 4*
Community-Based Services			
Alternative Education (GED, High School Completion)	_____	_____	_____
Employment Training	_____	_____	_____
Community Centers	_____	_____	_____
Breakfast/Lunch Programs	_____	_____	_____
Health Services	_____	_____	_____
Mental Health/Counseling	_____	_____	_____
General Health	_____	_____	_____
Reproductive Services	_____	_____	_____
Recreation	_____	_____	_____
Legal Assistance	_____	_____	_____
Child Abuse	_____	_____	_____
Emergency Assistance	_____	_____	_____
Counseling	_____	_____	_____
Family	_____	_____	_____
School/Career	_____	_____	_____
Reproductive	_____	_____	_____
Teen Pregnancy Prevention/ Parenting	_____	_____	_____
Other (specify _____)	_____	_____	_____

Column 1	Column 2	Column 3	Column 4
Advocacy on behalf of youth	_____	_____	_____
Services to Families and Children			
Food Stamps	_____	_____	_____
Some Other Food Assistance (e.g., WIC)	_____	_____	_____
Medicaid	_____	_____	_____
AFDC	_____	_____	_____
Public Housing/ Housing Assistance	_____	_____	_____
Other (Specify _____)	_____	_____	_____

Column 1: Service/resource
Column 2: Exists in area whether or not targeting Hispanic youth
Column 3: List service providers (see *Worksheet 2*)
Column 4: Does each provider target Hispanics?(yes/no/not sure)

***Section C:* Services Used and Needed by Hispanic Youth**

Review the list of services/resources in ***Section B***. First, place a check by those that Hispanic youth in your community are actually receiving. **Remember, targeting services to a specific population does not necessarily mean the population being targeted is using the services.** If you are not certain how well providers are serving Hispanic youth, talk with them. Try to get statistics on their clients and the services provided by race/ethnic group. Ask Hispanic youth with whom you come in contact if they are familiar with the provider and whether services are being provided to Hispanics.

Second, circle the services that the Hispanic youth in your community need. Consider holding focused discussions with Hispanic youth and other organizations in your community to give you additional insights into the concerns and priorities of Hispanic adolescents.

Purpose:

This worksheet will help you bring together the information you have been collecting, and make some judgments about the needs of Hispanic youth in your community, and the barriers Hispanic youth face in getting services and benefits. Answers to the questions on this worksheet will constitute the findings of your needs assessment.

How to Use:

• This worksheet has two sections: ***Section A*** reviews the need for services and entitlements for youth, and ***Section B*** outlines the barriers to getting these services.

Tips:

• If you have a computer, consider putting the information into a data base format so you can retrieve the material in different ways (e.g., community-based services for Latino youth).

• In completing this worksheet, use the information from ***Worksheet 1: A Profile of the Hispanic Youth in Your Community***, ***Worksheet 2: Identifying the Youth-Serving Network***, and ***Worksheet 3: A Profile of Community Resources and Services***.

• Talk to Hispanic youth with whom you come in contact to review the data you have gathered.

WORKSHEET 4:

An Analysis of the Needs of Hispanic Youth

(*Part Four of Needs Assessment*)

NCLR FORMS

Worksheet 4:
An Analysis of the Needs of Hispanic Youth

CASA LATINA
4730 BROADWAY
LA, CA
(310) 555-7777

Section A: Need for Services/Entitlements

Review the Following List of Services/Entitlements for Youth

Compare it with those available in your community and those the Hispanic youth are receiving and need (see ***Worksheet 1: A Profile of the Hispanic Youth in Your Community***, *Section B* and ***Worksheet 3: A Profile of Community Resources and Services***). Place a check next to those for which additional service capacities are needed for the Hispanic community in your area. Under "Entitlements," check those which are not being received by a significant number of eligible Hispanic youth and their families.

Community-Based Services

- ☑ Employment/Volunteer Opportunities
- ☐ Breakfast/Lunch Program
- ☑ Emergency Assistance
- ☑ Legal Assistance
- ☑ Alternative Education
- ☑ Career Counseling
- ☐ Other (specify _____)
- ☑ Health Services
- ☑ Recreation
- ☑ Mental Health
- ☐ Child Abuse
- ☐ Community Centers
- ☑ Teen Pregnancy Prevention/Parenting

Entitlements

- ☐ Food Stamps
- ☐ Some Other Food Assistance (e.g., WIC)
- ☐ Public Housing/Housing Assistance
- ☐ AFDC
- ☐ Medicaid

From those services/entitlements checked, identify and list below the three to five for which there is the greatest unmet need among Hispanic youth in your community.

a. Alternative Education/Quality Education
b. Teen Pregnancy Prevention/Parenting
c. Health Services, including substance Abuse education.
d. Recreation
e. Employment Opportunities

Section B: Barriers to Getting Services

What are the major barrier(s) to Hispanic youth receiving services in your community? (Check all that apply.)

- ☑ Services not in Neighborhood
- ☑ Lack of Available Services
- ☑ Lack of Money
- ☐ Lack of Knowledge About Services
- ☑ Inadequate Transportation to Facilities/Services
- ☐ Language
- ☐ Culturally Inappropriate Services
- ☐ Discrimination Against Hispanics
- ☐ Other (specify _____)

What are the barriers to receiving services related to pregnancy and parenting?

a. Lack of public knowledge about data on and importance of issues.
b. Mainstream services not targeting Latino youth.
c. Lack of appropriate program models

Now consider the probable size and status of the Hispanic youth population five years from now. What will be the three to five most needed services then?

a. SAME AS ABOVE
b.
c.
d.
e.

NCLR
NATIONAL COUNCIL OF LA RAZA
FORMS

Worksheet 4:
An Analysis of the Needs of Hispanic Youth

Section A: Need for Services/Entitlements

Review the Following List of Services/Entitlements for Youth.

Compare it with those available in your community and those the Hispanic youth are receiving and need (see ***Worksheet 1: A Profile of the Hispanic Youth in Your Community***, *Section B* and ***Worksheet 3: A Profile of Community Resources and Services***). Place a check next to those for which additional service capacities are needed for the Hispanic community in your area. Under "Entitlements," check those which are not being received by a significant number of eligible Hispanic youth and their families.

Community-Based Services

- ❑ Employment/Volunteer Opportunities
- ❑ Breakfast/Lunch Program
- ❑ Emergency Assistance
- ❑ Legal Assistance
- ❑ Alternative Education
- ❑ Career Counseling
- ❑ Other (specify _____)
- ❑ Health Services
- ❑ Recreation
- ❑ Mental Health
- ❑ Child Abuse
- ❑ Community Centers
- ❑ Teen Pregnancy Prevention/Parenting

Entitlements

- ❑ Food Stamps
- ❑ Some Other Food Assistance (e.g., WIC)
- ❑ Public Housing/Housing Assistance
- ❑ AFDC
- ❑ Medicaid

From those services/entitlements checked, identify and list below the three to five for which there is the *greatest unmet need among Hispanic youth* in your community.

a. _____

b. _____

c. _____

d. _____

e. _____

Section B: Barriers to Getting Services

What are the major barrier(s) to Hispanic youth receiving services in your community? (Check all that apply.)

- ❑ Services not in Neighborhood
- ❑ Lack of Available Services
- ❑ Lack of Money
- ❑ Lack of Knowledge About Services
- ❑ Inadequate Transportation to Facilities/Services
- ❑ Language
- ❑ Culturally Inappropriate Services
- ❑ Discrimination Against Hispanics
- ❑ Other (specify _____)

What are the barriers to receiving services related to pregnancy and parenting?

a. _____

b. _____

c. _____

Now consider the probable size and status of the Hispanic youth population five years from now. What will be the *three to five* most needed services then?

a. _____

b. _____

c. _____

d. _____

e. _____

Purpose:

This worksheet will help you assess which roles are the most appropriate and feasible for your organization to undertake as you begin to get involved in teen pregnancy issues, and as you develop experience and credibility.

How to Use:

- Try to answer all the questions to the best of your ability, and seek the participation and comments from your organization's Board and leadership.
- Review your organization's historical documents and written records outlining its development.

Tips:

- In completing this worksheet, the assessment of your organization's roles might best carried out through a meeting of the Board of Directors and staff leadership.
- In completing this worksheet, use the information provided in ***Step 3*** of the "Twelve Steps Toward Developing an Adolescent Pregnancy Prevention or Parenting Program" in CHAPTER 3 of this guide.
- In the process, consider what you have learned about community needs, now and in the future; your organization's mission, goals, and objectives; and current and planned activities.

WORKSHEET 5:

Choosing Roles and Activities for Your Organization

NCLR FORMS

Worksheet 5:
Choosing Roles and Activities for your Organization

CASA LATINA
4730 Broadway
LA, CA
(310) 555-7777

1. State your organization's mission, goals and objectives, and target groups — now and in the next few years.

Mission

Current: To provide education and social services to low-income residents and to strengthen their capacity for self-sufficiency

Next few years: Same as above but broaden to target low-income youth and those with below-average academic skills.

Goals and Objectives

Current: goal: to increase employment opportunities for young adults.
objective: provide 9-month employment training classes to 30 low-income residents and offer job placement

Next few years:

Target Groups

Current: Low-income residents

Next few years: Poor youth and those with below-average academic skills.

2. List not more than 10 needs or problems which are of major concern to the local Hispanic community. (Review **Worksheet 1** to **Worksheet 4** in developing this list.)

(1) lack of quality ed / high drop-out rate
(2) lack of employment opportunities
(3) insufficient access to health care
(4) need more education regarding AIDS, STDs, substance abuse
(5) Few youth development activities
(6) Increase in young and single-parent families

3. Next to each item in the above list indicate how important your organization believes the need or problem to be relative to other needs by ranking it 1, 2, or 3 (1 = some importance, 2 = average importance, 3 = very important). List below the top three to five issues.

4. List your organization's major strengths which might enable it to become an active player in the youth-serving network, especially in teenage pregnancy prevention efforts. Consider your organization's contacts, experience, and capabilities, including experience in (a) analyzing needs, (b) developing or running programs, (c) preparing policy documents, (d) working with coalitions, advisory committees, the media, and elected and appointed public officials, (e) being an advocate/facilitator, (f) working with youth, or (g) being a service provider.

- program development experience
- credibility in community
- Being a service provider

5. List your organization's weaknesses or limitations which might make it difficult to become actively involved in youth activities or teenage pregnancy prevention/teen parenting. Consider such factors as staff and Board expertise, existing commitments, and resources.

- limited resources
- lack of knowledge regarding issue, especially among Board

6. List not more than 10 potential roles or activities related to Hispanic youth which are badly needed and which you believe your organization might want to carry out. They may be very specific (e.g., run a teen pregnancy program) or broader (e.g., advocate on behalf of Hispanic youth with mainstream service providers and policy makers).

- Educational and employment opportunities
- Mentoring programs
- Sexuality education
- Age-appropriate social activities

7. Begin to assess the appropriateness, feasibility, and priority of each possible activity on the above list by completing the table below. In *Column 1* list each role or activity identified in Question 6. In *Column 2* indicate for each role/activity a high, medium or low level of (a) community need; (b) consistency with mission; (c) capacity of organization to implement; and (d) need for more resources and chances of obtaining them. In *Column 3*, state the advantages and disadvantages of undertaking each role/activity. Compare each role and activity with the organization's missions, goals, objectives, and target groups identified in Question 1 and the priority needs identified in Question 3. Now, circle those roles/activities which appear to address priority issues and to be appropriate and feasible for your organization.

Column 1	Column 2				Column 3
Role/activity	a) Level of community need	b) Consistency with mission	c) Capacity to implement	d) Need for more resources/chances of obtaining them	Advantages/disadvantages in undertaking role/activity
Educational/Employment	High	High	High	High/Need.	Important to Community
Mentoring	High	Low	Low-Medium	Med-High	Time consuming; requires high maintenance

8. Based on your analysis in Question 7, identify those roles and activities you definitely want to take on this year, roles you would like to add later or under certain conditions, and those roles you do not want to assume. (List them below.)

	Role/Activity	Now	Future
Do Want			
Do Not Want			

NCLR
NATIONAL COUNCIL OF LA RAZA
FORMS

Worksheet 5:

Choosing Roles and Activities for your Organization

1. State your organization's mission, goals and objectives, and target groups — now and in the next few years.

Mission

Current: _____

_____

Next few years: _____

_____

Goals and Objectives

Current: _____

_____

Next few years: _____

_____

Target Groups

Current: _____

_____

Next few years: _____

_____

2. List not more than 10 needs or problems which are of major concern to the local Hispanic community. (Review ***Worksheet 1*** to ***Worksheet 4*** in developing this list.)

_____

_____

_____

3. Next to each item in the above list indicate how important your organization believes the need or problem to be relative to other needs by ranking it 1, 2, or 3 (1 = some importance, 2 = average importance, 3 = very important). List below the top three to five issues.

_____

_____

_____

4. List your organization's major strengths which might enable it to become an active player in the youth-serving network, especially in teenage pregnancy prevention efforts. Consider your organization's contacts, experience, and capabilities, including experience in (a) analyzing needs; (b) developing or running programs; (c) preparing policy documents; (d) working with coalitions, advisory committees, the media, and elected and appointed public officials; (e) being an advocate/facilitator; (f) working with youth; or (g) being a service provider.

5. List your organization's weaknesses or limitations which might make it difficult to become actively involved in youth activities or teenage pregnancy prevention/teen parenting. Consider such factors as staff and Board expertise, existing commitments, and resources.

6. List not more than 10 potential roles or activities related to Hispanic youth which are badly needed and which you believe your organization might want to carry out. They may be very specific (e.g., run a teen pregnancy program) or broader (e.g., advocate on behalf of Hispanic youth with mainstream service providers and policy makers).

7. Begin to assess the appropriateness, feasibility, and priority of each possible activity on the above list by completing the table below. In *Column 1* list each role or activity identified in Question 6. In *Column 2* indicate for each role/activity a high, medium or low level of (a) community need; (b) consistency with mission; (c) capacity of organization to implement; and (d) need for more resources and chances of obtaining them. *In Column 3*, state the advantages and disadvantages of undertaking each role/activity. Compare each role and activity with the organization's missions, goals, objectives, and target groups identified in Question 1 and the priority needs identified in Question 3. Now, circle those roles/activities which appear to address priority issues and to be appropriate and feasible for your organization.

Column 1	Column 2				Column 3
Role/ activity	a) Level of community need	b) Consistency with mission	c) Capacity to implement	d) Need for more resources/chances of obtaining them	Advantages/ disadvantages in undertaking role/activity

8. Based on your analysis in Question 7, identify those roles and activities you definitely want to take on this year, roles you would like to add later or under certain conditions, and those roles you do not want to assume. (List them below.)

	Role/Activity	Now	Future
Do Want			
Do Not Want			

Purpose:

This worksheet will help you develop specific objectives for your organization's efforts to help meet the needs of Hispanic youth especially related to teen pregnancy, and a work plan for accomplishing them.

How to Use:

- Try to answer all the questions to the best of your ability, and seek the participation and comments from your organization's staff and leadership.
- Refer to other sources which describe or documents your organization's development and implementation of another community-based program.
- If available, use your organization's administrative records from another program as a reference for considering goals, objectives and budget.

Tip:

- As you establish your goals and objectives and decide on specific tasks and activities, look back to ***Worksheet 4: An Analysis of the Needs of Hispanic Youth*** and ***Worksheet 5: Choosing Roles and Activities for Your Organization*** to make sure goals, objectives, and planned projects are consistent with the needs of Hispanic youth in your area, and the role(s) you have chosen for your organization.

WORKSHEET 6: Plan of Action

NCLR FORMS

Worksheet 6: Plan of Action

CASA LATINA
9730 BROADWAY
LA, CA
(310) 555-7777

1. Summarize in one paragraph the roles your organization has decided to play in addressing the needs and issues related to Hispanic youth — and specifically related to teen pregnancy. What will you try to accomplish and what activities and programs will you undertake? (Refer to the roles and activities identified in **Worksheet 5: Choosing Roles and Activities for Your Organization** as you develop this statement.)

Casa Latina hopes to establish a teen parenting program by using the existing employment training model as a component of a comprehensive parenting program. The program would strive to increase the self-efficacy of Hispanic teen parents and focus attention on recruiting teen fathers. The program will also offer links to health services and education.

2. List the specific goals for your efforts to help Hispanic youth in the next three to five years.

goal: To increase the education and employment skills and options of LATINO teen parents

3. Specify measurable objectives for the first year. Try to include desired outcomes (e.g., to increase Hispanic youths' knowledge of the consequences of early, unplanned parenthood), as well as process measures (e.g., to inform a specific number of mainstream organizations about the needs of the Hispanic youth).

objective: To provide a one-year employment training and parenting program to 35 LATINO teen mothers and fathers.

4. Develop a work plan for each objective using the format on the next page. List in chronological order the major tasks and activities involved in meeting the objective. For each task or activity identify: (a) the deadline for completion, (b) person(s) responsible, and (c) resources needed to accomplish it.

Develop a budget for each type of activity and figure out the total amount of new and existing resources required to carry out the first-year action plan. Although the line items in the budget will depend on the activities involved, be sure to include personnel costs (staff time and consultants), cost of facility/equipment/materials, travel, and overhead or administrative costs. Put the total amount by objective or activity on the box below.

6. Outline a plan for documenting and assessing whether you are meeting your objectives. The plan should specify who is responsible for the documentation and assessment, and when and how progress will be reviewed. There should also be a mechanism for revising work plans, if necessary, based on the results of the progress review.

Work Plan for Each Objective

OBJECTIVE: _____

Task/Activity	*Time Deadline*	*Responsibility*	*Resources Required (include $)*

BEST COPY AVAILABLE

NCLR
NATIONAL COUNCIL OF LA RAZA
FORMS

Worksheet 6:
Plan of Action

1. Summarize in one paragraph the roles your organization has decided to play in addressing the needs and issues related to Hispanic youth — and specifically related to teen pregnancy. What will you try to accomplish and what activities and programs will you undertake? (Refer to the roles and activities identified in ***Worksheet 5: Choosing Roles and Activities for Your Organization*** as you develop this statement.)

2. List the specific goals for your efforts to help Hispanic youth in the next three to five years.

3. Specify measurable objectives for the first year. Try to include desired outcomes (e.g., to increase Hispanic youths' knowledge of the consequences of early, unplanned parenthood), as well as process measures (e.g., to inform a specific number of mainstream organizations about the needs of the Hispanic youth).

4. Develop a work plan for each objective using the format on the next page. List in chronological order the major tasks and activities involved in meeting the objective. For each task or activity identify: (a) the deadline for completion, (b) person(s) responsible, and (c) resources needed to accomplish it.

5. Develop a budget for each type of activity and figure out the total amount of new and existing resources required to carry out the first-year action plan. Although the line items in the budget will depend on the activities involved, be sure to include personnel costs (staff time and consultants), cost of facility/equipment/materials, travel, and overhead or administrative costs. Put the total amount by objective or activity on the box below.

6. Outline a plan for documenting and assessing whether you are meeting your objectives. The plan should specify who is responsible for the documentation and assessment, and when and how progress will be reviewed. There should also be a mechanism for revising work plans, if necessary, based on the results of the progress review.

Work Plan for Each Objective

OBJECTIVE: _____

Task/Activity	*Time Deadline*	*Responsibility*	*Resources Required (include $)*

Purpose:

This log is designed to help you document and track the fund-raising efforts of your organization in support of an adolescent pregnancy prevention or parenting program.

How to Use:

- Use the worksheet to record the public agencies, companes, foundations, church groups, and individuals you contact, outcomes of meetings, proposals submitted, and follow-up action needed.
- Provide as detailed information as possible, especially in the "outcome" and "results" columns.
- Provide the information you collect to your organization's development/ fund-raising director, and review with him or her to ensure appropriate follow-up.

Tips:

- If you have a computer, consider putting the information into a data base format so you can retrieve the records in different ways (e.g., funding sources, amounts asked, amounts awarded).
- You might consider maintaining a separate record of in-kind or non-monetary contributions (e.g., donation of written materials, car seats, baby products).

WORKSHEET 7:

Documentation of Fund-Raising Efforts

130

NCLR NATIONAL COUNCIL OF LA RAZA **FORMS**

Worksheet 7:

Documentation of Fund-Raising Efforts

CASA LATINA
4730 BROADWAY
LA, CA
(310) 555-7777

Fund-Raising Log

Name and Address of Potential Funding Source	Contact Person and Title	Dates of Meetings/ Telephone Contacts	Outcome	Type of Proposal Submitted/Date Sent	Amount Asked	Results/Reasons; Follow-up Needed, if any
JDR FOUNDATION 1211 WILSHIRE LA, CA	DAVID MARQUEZ	1/15/91 PHONE CONVERSATION	ASKED FOR FOLLOW-UP & WRITTEN PLAN FOR PROGRAM	will be sent by 4/15/91	$30,000	follow up meeting & conference call mid-April
		2/3/91 MEETING				
DHL TRUST 9524 LANCER DALY, AND	M. ALVARADO EDWARDS	2/8/91 PHONE CONVERSATION	ASKED TO follow-up & written letter	will be sent by 4/15/91	$35,000	call mid- April

119

Fund-Raising Log

Name and Address of Potential Funding Source	Contact Person and Title	Dates of Meetings/ Telephone Contacts	Outcome	Type of Proposal Submitted/Date Sent	Amount Asked	Results/Reasons; Follow-up Needed, if any

Purpose:

This log is designed to help you document progress towards your program's objectives.

How to Use:

- Complete one log for each program objective.
- Be sure to note strategies and efforts that were successful, and problems encountered.

Tip:

- Refer to ***Worksheet 6: Plan of Action*** for objectives, statement of major tasks and activities, and scheduled completion dates.
- Record "small victories" or unexpected results, even if they do not relate directly to an objective but have had a positive impact or program devlopment.

WORKSHEET 8:

Documentation of Progress Towards Objectives

NCLR NATIONAL COUNCIL OF LA RAZA
FORMS

Worksheet 8:
Documentation of Progress Toward Objectives

CASA LATINA
4730 BROADWAY
LA, CA
(310) 555-7777

Status of Work Plan Objectives

Objective: TO PROVIDE A ONE-YEAR EMPLOYMENT TRAINING AND PARENTING PROGRAM TO 35 LATINA TEEN PARENTS

Major Task/ Activity	General Progress Notes *	Successful Strategies	Problems Encountered or Anticipated	Follow-up Required
OBTAIN FUNDING FOR PARENTING COMPONENT	RESOURCE DEVELOPMENT EFFORTS IN PROGRESS (3/91)	• Schedule mtgs. with local corporations, families, churches and schools to obtain these inputs.	NEED MARKETING STRATEGY FOR FATHERS!	

(* For Example: Date of note, Name of person writing note, Indicate if on/off/ahead of schedule, Summarize efforts complemented/being undertaken.)

Status of Work Plan Objectives

Objective:

Major Task/ Activity	General Progress Notes *	Successful Strategies	Problems Encountered or Anticipated	Follow-up Required

(For Example: Date of note, Name of person writing note, Indicate if on/off/ahead of schedule, Summarize efforts complemented/being undertaken.)*

NCLR Poverty Project Publications

- Poverty Project, ***Poverty Project Newsletter***. Washington, D.C.: National Council of La Raza, 1992. FREE

  Quarterly newsletter covering current research, findings, legislative, and policy news on Hispanic poverty and related issues. Formerly called, ***Hispanic Initiative on Long-Term Poverty***. Established Spring 1989.

- Pérez, Sonia M. and Luis A. Duany, ***Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide***. Washington, D.C.: National Council of La Raza, July 1992 (122 pages). $15.00

  A replication guide for community-based organizations interested in developing and implementing a teenage pregnancy prevention and/or parenting program targeted to Hispanic youth.

- Quiroz, Julia T. and Regina Tosca, ***For My Children: Mexican American Women, Work, and Welfare***. Washington, D.C.: National Council of La Raza, April 1992 (50 pages) $7.50

  The second and final report of a two-year project which examined the impact of welfare reform legislation (the Family Support Act) on Mexican American families.

- Quiroz, Julia T. and Regina Tosca, ***On My Own: Mexican American Women, Self-Sufficiency and the Family Support Act***. Washington, D.C.: National Council of La Raza, December 1990 (50 pages). $7.50

  Presents findings from the first year of a two-year study on the impact of the Family Support Act on Mexican American single mothers.

- Quiroz, Julia T., ***Twenty-Two Hispanic Leaders Discuss Poverty***. Washington, D.C.: National Council of La Raza, November 1990 (26 pages). $5.00

  Presents findings from interviews with 22 national Hispanic leaders who discussed their perspectives on the nature of Hispanic poverty and current policy responses.

- Miranda, Leticia and Julia T. Quiroz, ***The Decade of the Hispanic: An Economic Retrospective***. Washington, D.C.: National Council of La Raza, April 1990 (27 pages). $7.50

  Provides a discussion of the most important economic trends experienced by Hispanics in the 1980s, an analysis of their causes, and public policy recommendations. Includes 27 descriptive charts.

- Poverty Project, ***Hispanic Poverty: How Much Does Immigration Explain?*** Washington, D.C.: National Council of La Raza, April 1990 (33 pages). $5.00

  Summarizes and analyzes results of the November 1989 Poverty Project-sponsored, one-day round table, "Hispanic Immigration and Poverty: Research and Policy Questions for the Next Decade." Includes the background paper prepared for the round table and 15 descriptive charts.

NEW!

To Order

please mail your request with a check payable to

NCLR
Publications Department
810 First Street, N.E.
Suite 300
Washington, D.C. 20002

BOARD OF DIRECTORS

CHAIRPERSON

Dr. Audrey Alvarado
Dir. of Affirmative Action
University of Colorado
Denver, CO

FIRST VICE CHAIRPERSON

John Huerta, Esq.
Staff Attorney
Western Cntr. on Law & Poverty
Los Angeles, CA

SECOND VICE CHAIRPERSON

Patricia Asip
Mgr. Special Segment Mrktg.
J.C. Penney Company, Inc.
Dallas, TX

SECRETARY/TREASURER

Amos Atencio
Executive Director
Siete Del Norte
Embudo, NM

IMMEDIATE PAST CHAIRPERSON

Tony Salazar
Partner
McCormack, Baron & Associates
St. Louis, MO

EXECUTIVE COMMITTEE

Guarione Diaz
Executive Director
Cuban American Ntl. Council
Miami, FL

Irma Flores-Gonzales
Portland, OR

Alicia G. Martinez
Soc. Svcs. Administrator
City of San Antonio
San Antonio, TX

NCLR PRESIDENT & CEO

Raúl Yzaguirre
President
National Council of La Raza
Washington, DC

GENERAL MEMBERSHIP

Juan Carlos Aguila
Executive Director
Desarrollo Familiar
Richmond, CA

Ed Avila
Administrator
Community Redevelopment Agency
Los Angeles, CA

Dr. Gloria Bonilla-Santiago
Graduate School of Social Work
Rutgers University
Camden, NJ

Mateo Camarillo
Quetzal Comm. Inc.
Chula Vista, CA

Rita DiMartino
Director Federal Government Affairs
AT&T
Washington, D.C.

Patricia Diaz-Dennis
Vice President Government Affairs
U.S. Sprint
Washington, D.C.

Tony Enriquez
T.M.E. Inc.
Tucson, AZ

Fernando Ferrer
Bronx Borough President
Bronx, NY

Humberto Fuentes
Executive Director
Idaho Migrant Council
Caldwell, ID

Catalina Garcia, M.D.
Anesthesiologist
Dallas, TX

Myrna Gutierrez
The Port
Chicago, IL

Helen Hernandez
President
The Legacy Group
Encino, CA

Herminio Martinez, PhD.
Baruch College
School of Education
City University of New York
New York, NY

Ramon Murguia
Attorney At Law
Watson & Dameron
Kansas City, MO

Ella Ochoa
Executive Director
Nebraska Assoc. of Farmworkers
North Platte, NE

Daniel Ortega, Jr., Esq.
Partner
Ortega & Moreno, P.C.
Phoenix, AZ

Deborah Szekely
Washington, DC

The Honorable Carlos Truan
State Senator, District 20
Texas State Senate
Corpus Christi, TX

The Honorable Mary Rose Wilcox
Councilwoman, District 7
City of Phoenix
Phoenix, AZ

EMERITUS DIRECTORS

Herman Gallegos
Brisbane, CA

Dr. Julian Samora
Department of Sociology
University of Notre Dame

R.P. (Bob) Sanchez, J.D.
Attorney at Law
McAllen, TX

Mitchell Sviridoff
APCO Associates
New York, NY

Gilbert Vasquez
Executive Director
Vasquez and Company
Los Angeles, CA

LEGAL COUNSEL

Christopher Lipsett, Esq.
Attorney
Wilmer, Cutler and Pickering
Washington, DC